

Progression in PE 2015- 2016

<u>Gymnastics</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b>Acquiring and developing skills</b>	<p>Explore simple actions and still shapes.</p> <p>Under direction, children to move around space and equipment safely. Children to change direction.</p>	<p>Explore gymnastics actions and still shapes.</p> <p>Move confidently and safely in their own and general space, using change of speed and direction.</p>	<p>Remember, repeat and link combinations of gymnastics action, body shape and balances with control and precision.</p>	<p>Consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements.</p>	<p>Develop the range of actions, body shapes and balances they include in a performance.</p> <p>Perform skills and actions more accurately and consistently.</p>	<p>Perform actions, shapes and balances consistently and fluently in specific activities.</p>	<p>Combine and perform gymnastic actions, shape and balances more fluently and effectively across the activity areas.</p>
<b>Selecting and applying skills, tactics and compositional ideas</b>	<p>Copy, create and link two movements together e.g. a travel and a balance.</p>	<p>Copy or create and link movement phrases with beginning, middles and ends.</p> <p>Perform movement phrases using a range of body actions and body parts.</p>	<p>Choose, use and vary simple compositional ideas in the sequences they create and perform.</p>	<p>Improve their ability to select appropriate actions and use simple compositional ideas.</p>	<p>Create gymnastic sequences that meet a theme or set of conditions.</p> <p>Use compositional devices when creating their sequences, such as changes in speed, level and direction.</p>	<p>Choose and apply basic compositional ideas to the sequences they create, and adapt them to new situations.</p>	<p>Develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles.</p>
<b>Knowledge and understanding of fitness and health</b>	<p>Recognise the enjoyment of being active and participating alongside/ with others.</p> <p>Understand that they need to move around equipment safely.</p>	<p>Know how to carry and place equipment.</p> <p>Recognise how their body feels when still and when exercising.</p>	<p>Recognise and describe what their body feels like during different types of activity.</p> <p>Lift, move and place equipment safely.</p>	<p>Recognise and describe short-term effects of exercise on the body during different activities.</p> <p>Know the importance of suppleness and strength.</p>	<p>Describe how their body reacts during different types of activity and how this affects the way they perform.</p>	<p>Know and understand the basic principles of warming up and why it is important for good quality performances.</p> <p>Understand why physical activity is good for their health.</p>	<p>Understand why warming up and cooling down are important.</p> <p>Understand why exercise is good for health, fitness and wellbeing and how to become healthier themselves.</p> <p>Carry out warm ups safely and effectively.</p>

Evaluating and improving performances	<p>Children can tell an adult what they are doing.</p> <p>Children can say what element of gymnastics they like the most.</p>	<p>Watch, copy and describe what they and others have done.</p>	<p>Improve their work using information they have gained by watching, listening and investigating.</p>	<p>Describe and evaluate the effectiveness and quality of a performance.</p> <p>Recognise how their own performance has improved.</p>	<p>Describe their own and others' work, making simple judgements about the quality of performances and suggesting ways they could improve.</p> <p>2 stars and a wish.</p>	<p>Choose and use information and basic criteria to evaluate their own and others' work.</p>	<p>Evaluate their own and others' work.</p> <p>Suggest ways of making improvements.</p>
<p>Challenge</p> <p>Personal best</p>	<p>At any level, children should be encouraged to set personal targets and have time to work towards these.</p>						
<p>Use of ICT to support</p>	<p>Use of I pads to record and evaluate performances</p> <p>Smugmug - evidence levels of progression</p>						

Progression in PE 2015- 2016

<u>Invasion games</u> <u>Net/ Wall</u> <u>games</u> <u>Striking and</u> <u>Fielding games</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b>Acquiring and developing skills</b>	<p>From modelled performances, children attempt new skills in isolation.</p>	<p>Be confident and safe in the spaces used to play games.</p> <p>Explore and use skills, actions and ideas individually and in combination to suit the game they are playing.</p>	<p>Improve the way they coordinate and control their bodies and a range of equipment.</p> <p>Remember, repeat and link combinations of skills.</p>	<p>Consolidate and improve the quality of their techniques and their ability to link movements.</p> <p>Develop the range and consistency of their skills in all games.</p>	<p>Develop the range and consistency of their skills in all games.</p>	<p>Develop a broader range of techniques and skills for attacking and defending.</p> <p>Develop consistency in their skills.</p>	<p>Choose, combine and perform skills more fluently and effectively in invasion, striking and net games.</p>
<b>Selecting and applying skills, tactics and compositional ideas</b>	<p>From modelled performances, children attempt to apply individual skills to an activity.</p>	<p>Choose and use skills effectively for particular games.</p>	<p>Choose, use and vary simple tactics.</p> <p>Participate in intra school competitions in their class.</p>	<p>Improve their ability to choose and use simple tactics and strategies.</p> <p>Keep, adapt and make rules for striking and fielding and net games.</p> <p>Participate in intra school competitions in their class.</p>	<p>Devise and use rules.</p> <p>Keep, adapt and make rules for striking and fielding and net games.</p> <p>Use and adapt tactics in different situations.</p> <p>Participate in intra school competitions across the year group.</p>	<p>Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations.</p> <p>Choose and apply skills more consistently in all activities.</p> <p>Participate in intra school competitions across the year group and phase.</p>	<p>Understand, choose and apply a range of tactics and strategies for defence and attack.</p> <p>Use these tactics and strategies more consistently in similar games.</p> <p>Participate in intra school competitions across the year group and phase.</p>

<p><b>Knowledge and understanding of fitness and health</b></p>	<p>Recognise the enjoyment of being active and participating alongside/ with others.</p> <p>Recognise some physical reactions the body has when we exercise - chest movement/ breathing more/ pink cheeks</p>	<p>Know that being active is good for them and fun.</p>	<p>Recognise and describe what their bodies feel like during different types of activities.</p>	<p>Know and describe the short-term effects of different exercise activities on the body.</p> <p>Know how to improve stamina.</p> <p>Begin to understand the importance of warming up.</p>	<p>Recognise which activities help their speed, strength and stamina and know when they are important in games.</p> <p>Recognise how specific activities affect their bodies.</p>	<p>Know and understand the basic principles of warming up, and understand why it is important for a good quality performance.</p> <p>Understand why exercise is good for their fitness, health and wellbeing.</p>	<p>Understand why exercise is good for their fitness, health and wellbeing.</p> <p>Understand the need to prepare properly for games.</p>
<p><b>Evaluating and improving performances</b></p>	<p>Say what they did and what they enjoyed about the activity.</p>	<p>Watch, copy and describe what others are doing.</p> <p>Describe what they are doing.</p>	<p>Recognise good quality in performance.</p> <p>Use teacher feedback to improve their work.</p>	<p>Recognise good performance and identify the aspects of a performance that needs improving.</p> <p>Use what they have learned to improve their work.</p>	<p>Explain their ideas and plans.</p> <p>Recognise aspects of their work that need improving.</p> <p>Suggest practices to improve their play.</p>	<p>Choose and use information to evaluate their own and others' work.</p> <p>Suggest improvements in their own and others' performances.</p>	<p>Develop their ability to evaluate their own and others' work, and to suggest ways to improve it.</p> <p>Know why warming up and cooling down are important.</p>
<p><b>Challenge</b> <b>Personal best</b></p>	<p>At any level, children should be encouraged to set personal targets and have time to work towards these.</p>						
<p><b>Use of ICT to support</b></p>	<p>Use of I pads to record and evaluate performances</p> <p>Smugmug - evidence levels of progression</p> <p>Use videos of professional teams, training videos, to improve understanding of team play and tactics</p>						

### Progression in PE 2015- 2016

<u>Dance</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Acquiring and developing skills	Respond imaginatively to a range of stimuli.	Explore movement ideas and respond imaginatively to a range of stimuli.  Move confidently and safely in their own and general space, using change of speed, level and direction.	Explore, remember, repeat and link a range of actions with coordination, control and an awareness of the expressive qualities of dance.	Improvise feely on their own and with a partner, translating ideas from a stimulus into movement.  Remember and repeat movements and develop rhythm and timing.	Explore and create characters and narratives in response to a range of stimuli.	Explore and improve ideas for dances in different styles, working on their own, with a partner or in a group.	Explore, improvise and combine movement ideas fluently and effectively.
Selecting and applying skills, tactics and compositional ideas	Perform movements using a range of body actions and body parts focusing on repetition.	Compose and link movement to make simple dances with clear beginnings, middles and ends.  Perform movement phrases using a range of body actions and body parts.	Compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas.	Create and link dance phrases using a simple dance structure or motif.  Perform dances with an awareness of rhythmic, dynamic and expressive qualities on their own, with a partner and in small groups.	Use simple choreographic principles to create motifs and narrative.  Perform complex dance phrases and dances that communicate character and narrative.	Compose dances by using adapting and developing steps, formations and patterning from different dance styles.  Perform dances expressively, using a range of performance skills.	Create and structure motifs, phrases, sections and whole dances.  Begin to use basic compositional principles when creating their dances.
Knowledge and understanding of fitness and health	Recognise that movement to music is a form of exercise.	Recognise how their body feels when still and exercising.	Recognise and describe how different dance activities make them feel.	Keep up activity over a period of time and know they need to warm up and cool down for dance.	Know and describe what you need to do to warm up and cool down for dance.	Organise their own warm up and cool down activities to suit the dance.  Show an	Understand why dance is good for their fitness, health and wellbeing.

			Understand the importance of warming up and cooling down.			understanding of why it is important to warm up and cool down.	Prepare effectively for dancing.
Evaluating and improving performances	Talk about what dance phrases they like either their own or others.	Talk about dance ideas inspired by different stimuli.  Copy, watch and describe dance movement.	Watch and describe dance phrases and dances and use what they learn to improve their own work.	Describe and evaluate some of the compositional features of dances performed with a partner or in a group.  Talk about how they might improve their dance.	Describe, interpret and evaluate their own and others' dances, taking account of character and narrative.	. Describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context.	Understand how a dance is formed and performed.  Evaluate, refine and develop their own and others' work.
Challenge Personal best	At any level, children should be encouraged to set personal targets and have time to work towards these.						
Use of ICT to support	Use of I pads to record and evaluate performances Smugmug - evidence levels of progression Use videos to enhance dance Use wider range of music to enhance dance						

### Progression in PE 2015- 2016

<u>Athletic activities</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Acquiring and developing skills	Explore running, jumping and throwing.	Explore running, jumping and throwing in greater depth.	Remember, repeat and link combinations of actions.  Use their bodies and a variety of equipment with greater control and coordination.	Develop techniques for particular activities with detail on specific aspects.	Consolidate and improve the quality, range and consistency of the techniques they use for particular activities.	Increase the number of techniques they use.	Develop the consistency of their actions in a number of events.
Selecting and applying skills, tactics and compositional ideas	Develop skills in isolation and try to apply in athletic game situations - e.g. target throw.	Develop their ability to control their bodies and equipment.	Use their bodies and a variety of equipment with greater control and coordination.	Understand that their body position can influence their performance.	Develop their ability to choose and use simple tactics and strategies in different situations.	Develop their ability to apply tactics to increase height, distance, speed or stamina.	Choose appropriate techniques for specific events.
Knowledge and understanding of fitness and health	Participate in small team competitions. (Healthy competition)	Participate in team competitions in their class. (Healthy competition)	Participate in intra school competitions in their class. (Healthy competition)	Participate in intra school competitions in their class. (Healthy competition)	Participate in intra school competitions across the year group. (Healthy competition)	Participate in intra school competitions across the year group and phase. (Healthy competition)	Participate in intra school competitions across the year group and phase. (Healthy competition)
Evaluating and	Describe what they	Describe what they	Watch, copy and	Describe what they	Describe and	Evaluate their own	Evaluate their own

improving performances	and have done and what they have achieved. 'I threw the beanbag far'.  Work on personal best 'can you throw the bean bag further?'	and others have done well.  Work on personal best 'can you run further in ten seconds?'	describe what they and others have done well.  Work on personal best - measurements of distance and time.	liked about a performance based on criteria (2 stars and a wish) and try to improve an element of their own performance. Work on personal best- measurements of distance, time and height.	evaluate the effectiveness of performances, and recognise aspects of performances that need improving. Work on personal best - measurements of distance, time and height.	and others' work and suggest ways to improve it. Work on personal best (all running, jumping and throwing)	and others' work and suggest ways to improve it. Work on personal best (all running, jumping and throwing)
Use of ICT to support	Use of I pads to record and evaluate performances Smugmug - evidence levels of progression Use videos of professionals, to improve understanding of team play and tactics						

Progression in PE 2015- 2016

<u>Outdoor and adventurous activities</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Acquiring and developing skills	Develop skills to work in a team e.g. parachute.	Recognise their own space - orienteer in familiar settings.	Explore different places - orienteer on field/ playground.	Develop specific skills to aid challenges and problem solving e.g. simple map reading.	Consolidate skills learned and use in combinations.	Develop the range and consistency of their skills and work with others to solve challenges.	Develop and refine orienteering and problem-solving skills when working in groups and on their own.
Selecting and	Copy and link	Follow simple	Follow simple routes	Begin to think	Choose and apply	Adapt their skills	Decide what

applying skills, tactics and compositional ideas	movements and ideas together - ask children to find the red flag on a photo, children know to run to where they think it might be.	instructions successfully. Solve simple challenges.	and trails, orientating themselves successfully. Solve simple challenges and problems successfully.	tactfully for how they could win team challenges.	strategies and skills to meet the requirements of a task or challenge.	and understanding as they move from familiar to unfamiliar environments.	approach to use to meet the challenge set.
Knowledge and understanding of fitness and health	Understand that physical activity should be fun and enjoyable.	Recognise and describe how their body feels during exercise.	Recognise that outdoor and adventurous activities can help their minds stay healthy as well as their body.	To learn to work safely in different environments - school grounds, local area.	Recognise the effect of different activities on the body and to prepare for them physically.	Understand that social team challenges can be positive towards a healthy mind and their wellbeing.	Understand how the challenge of outdoor and adventurous activities can help their fitness, health and wellbeing.
Evaluating and improving performances	To be able to identify what activity they thought they were good at.	Understand that for a team to be successful everyone must participate, relate to whole class activities such as parachute.	Observe what they and others have done and use their observations to improve their performance.	Describe and evaluate their own and other performances from a given criteria. Identify an aspect that could be improved.	Describe and evaluate their own and other performances and identify areas that need improving and have time to try to implement these.	Evaluate their team's performance overall and consider how their strengths and weaknesses can be used effectively to improve their performance.	See the importance of a group or team plan, and the value of pooling ideas.  Improve their performance by changing or adapting their approaches as needed.
Challenge Personal best	Children should be encouraged to meet personal, emotional and social targets throughout OAA activities as well as those skills in teamwork, perseverance, cooperation and communication.						
Use of ICT to support	Use of I pads to record and evaluate performances Smugmug - evidence levels of progression Use apps on I pads to enhance OAA.						

Progression in PE 2015- 2016

<u>Swimming activities and water safety</u>	<u>Beginners (non swimmers and developing swimmers).</u> Y3,4,5,6	<u>Developing and competent swimmers</u> Y3,4,5,6.
Acquiring and developing skills	<p>Work with confidence in the water.</p> <p>Explore and use skills, actions and ideas individually and in combination e.g using arms and legs together.</p> <p>Remember, repeat and link skills.</p>	<p>Consolidate and develop the quality of their skills (front crawl, back crawl, breaststroke, floating, survival skills)</p> <p>Improve linking movements and actions.</p>
Selecting and applying skills, tactics and compositional ideas	<p>Know how to choose and use skills for different swimming tasks e.g. arms to stay balanced.</p> <p>Improve the control and co-ordination of their bodies in water.</p>	<p>Choose and use a variety of strokes and skills, according to the task and the challenge (swim without aids, distance and time challenges)</p>
Knowledge and understanding of fitness and health	<p>Know that being active is fun and good for them.</p> <p>Recognise what their bodies feel like during different activities.</p> <p>Know that they must develop water confidence for their own safety.</p>	<p>Know and describe the short-term effects of exercise on the body and how it reacts to different types of activity.</p>
Evaluating and improving performances	<p>Watch, copy and describe what they and others have done and use the information to improve their work.</p>	<p>Describe and evaluate the quality of swimming and recognise what needs improving.</p> <p>To be able to set personal targets and work towards them.</p>

