

# Sutton Park Primary School



## Physical Education Progression

### GYMNASTICS

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can perform balances making their body tense, stretched and curled</p> <p>I can take body weight on hands for short periods of time.</p> <p>I can demonstrate poses and movements that challenge their flexibility.</p> <p>I can remember, repeat and link simple actions together.</p>	<p>I can perform balances on different body parts with some control and balance.</p> <p>I can take body weight on different body parts, with and without apparatus</p> <p>I can show increased awareness of extension and flexibility in actions.</p> <p>I can copy, remember, repeat and plan linking simple actions with some control and technique.</p>	<p>I can complete balances with increasing stability, control and technique</p> <p>I can demonstrate some strength and control when taking weight on different body parts for longer periods of time.</p> <p>I can demonstrate increased flexibility and extension in their actions</p> <p>I can choose actions that flow well into one another both on and off apparatus.</p>	<p>I can use body tension to perform balances both individually and with a partner.</p> <p>I can demonstrate increasing strength, control and technique when taking own and others weight.</p> <p>I can demonstrate increased flexibility and extension in more challenging actions.</p> <p>I can plan and perform sequences showing control and technique with and without a partner.</p>	<p>I can show increasing control and balance when moving from one balance to another.</p> <p>I can use strength to improve the quality of an action and the range of actions available.</p> <p>I can use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.</p> <p>I can create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.</p>	<p>I can combine and perform more complex balances with control, technique and fluency.</p> <p>I can demonstrate more complex actions with a good level of strength and technique.</p> <p>I can confidently transition from one action to another showing appropriate control and extension for the complexity of the action.</p> <p>I can plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.</p>

### GAMES - through invasion, target, net and wall, striking and fielding games

<p>I can drop and catch a ball after one bounce on the move.</p> <p>I can move a ball using different parts of the foot.</p> <p>I can throw and roll towards a target with some varying techniques.</p> <p>I can kick towards a stationary target.</p> <p>I can catch a beanbag and a medium-sized ball.</p> <p>I can attempt to track balls and other equipment sent to them.</p> <p>I can strike a stationary ball using a racket.</p> <p>I can run, stop and change direction with some balance and control.</p> <p>I can recognise space in relation to others.</p> <p>I can begin to use simple tactics</p>	<p>I can dribble a ball with two hands on the move.</p> <p>I can dribble a ball with some success, stopping it when required.</p> <p>I can throw and roll towards a target using varying techniques with some success.</p> <p>I can show balance when kicking towards a target.</p> <p>I can catch an object passed to them, with and without a bounce.</p> <p>I can move to track a ball and stop it using feet with limited success.</p> <p>I can strike a ball using a racket.</p> <p>I can run, stop and change direction with balance and control.</p> <p>I can move to space to help</p>	<p>I can dribble the ball with one hand with some control in game situations</p> <p>I can dribble a ball with feet with some control in game situations.</p> <p>I can use a variety of throwing techniques in game situations</p> <p>I can kick towards a partner in game situations.</p> <p>I can catch a ball passed to them using one and two hands with some success.</p> <p>I can receive a ball sent to them using different parts of the foot.</p> <p>I can strike a ball with varying techniques</p> <p>I can change direction with increasing speed in game situations.</p> <p>I can use space with some success in game situations.</p>	<p>I can link dribbling the ball with other actions with increasing control.</p> <p>I can change direction when dribbling with feet with some control in game situations</p> <p>I can catch a ball passed to them using one and two hands with increasing success.</p> <p>I can receive a ball using different parts of the foot under pressure.</p> <p>I can strike a ball using varying techniques with increasing accuracy.</p> <p>I can change direction to lose an opponent with some success.</p> <p>I can create and use space with some success in game situations.</p> <p>I can use simple tactics to help their team score or gain</p>	<p>I can use dribbling to change the direction of play with some control under pressure.</p> <p>I can dribble with feet with some control under increasing pressure.</p> <p>I can use a variety of throwing techniques with some control under increasing pressure.</p> <p>I can use a variety of kicking techniques with some control under increasing pressure</p> <p>I can catch and intercept a ball using one and two hands with some success in game situations.</p> <p>I can receive a ball using different parts of the foot under pressure with increasing control.</p> <p>I can strike a ball using a wider range of skills. Apply these with some success under pressure.</p>	<p>I can use dribbling to change the direction of play with control under pressure.</p> <p>I can use a variety of dribbling techniques to maintain possession under pressure.</p> <p>I can use a variety of throwing techniques including fake passes to outwit an opponent.</p> <p>I can select and apply the appropriate kicking technique with control.</p> <p>I can catch and intercept a ball using one and two hands with increasing success in game situations</p> <p>I can receive a ball with consideration to the next move</p> <p>I can strike a ball using a wider range of skills to outwit an opponent. Apply these with</p>
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with guidance.	score goals or limit others scoring. I can use simple tactics.	I can use simple tactics individually and within a team.	possession.	I can use a variety of techniques to change direction to lose an opponent. I can create and use space for self and others with some success. I can understand the need for tactics and can identify when to use them in different situations.	increasing control under pressure. I can confidently change direction to successfully outwit an opponent. I can effectively create and use space for self and others to outwit an opponent. I can work collaboratively to create tactics within their team and evaluate the effectiveness of these.
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**DANCE**

I can copy, remember and repeat actions. I can choose actions for an idea. I can use changes of direction, speed and levels with guidance. I can show some sense of dynamic and expressive qualities. I can begin to use counts.	I can copy, remember and repeat a series of actions. I can select from a wider range of actions in relation to a stimulus. I can use pathways, levels, shapes, directions, speeds and timing with guidance. I can use mirroring and unison when completing actions with a partner. I can show a character through actions, dynamics and expression. I can use counts with help to stay in time with the music.	I can copy remember and perform a dance phrase. I can create short dance phrases that communicate an idea. I can use canon, unison and formation to represent an idea. I can match dynamic and expressive qualities to a range of ideas. I can use counts to keep in time with a partner and group.	I can copy, remember and adapt set choreography. I can choreograph considering structure individually, with a partner and in a group. I can use action and reaction to represent an idea. I can change dynamics to express changes in character or narrative. I can use counts when choreographing short phrases.	I can accurately copy and repeat set choreography in different styles of dance showing a good sense of timing. I can choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus. I can confidently perform choosing appropriate dynamics to represent an idea. I can use counts accurately when choreographing to perform in time with others and the music	I can perform dances confidently and fluently with accuracy and good timing. I can work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme. I can improvise and combine dynamics demonstrating an awareness of the impact on performance. I can use counts when choreographing and performing to improve the quality of work.
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**ATHLETICS**

I can attempt to run at different speeds showing an awareness of technique. I can begin to link running and jumping movements with some control. I can jump, leap and hop and choosing which allows them to jump the furthest. I can throw towards a target. I can show some control and balance when travelling at different speeds. I can begin to show balance and	I can show balance and coordination when running at different speeds. I can link running and jumping movements with some control and balance. I can show hopping and jumping movements with some balance and control. I can change technique to throw for distance. I can show control and balance when travelling at different speeds.	I can show balance, coordination and technique when running at different speeds, stopping with control. I can link running, hopping and jumping actions using different take offs and landing. I can jump for distance and height with an awareness of technique. I can throw a variety of objects, changing action for accuracy and distance. I can demonstrate balance when	I can demonstrate how and when to speed up and slow down when running. I can link hopping and jumping actions with some control. I can jump for distance and height showing balance and control. I can throw with some accuracy and power towards a target area. I can demonstrate good balance when performing other fundamental skills.	I can run at the appropriate speed over longer distances or for longer periods of time. I can show control at take-off and landing in more complex jumping activities. I can perform a range of more complex jumps showing some technique. I can show accuracy and power when throwing for distance. I can demonstrate good balance and control when performing other fundamental skills	I can demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time. I can link running, jumping and hopping actions with greater control and co-ordination. I can perform jumps for height and distance using good technique. I can show accuracy and good technique when throwing for distance.
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<p>co-ordination when changing direction. I can use co-ordination with and without equipment.</p>	<p>I can demonstrate balance and co-ordination when changing direction. I can perform actions with increased control when co-ordinating their body with and without equipment.</p>	<p>performing other fundamental skills. I can show balance when changing direction in combination with other skills. I can co-ordinate my body with increased consistency in a variety of activities.</p>	<p>I can show balance when changing direction at speed in combination with other skills. I can begin to co-ordinate my body at speed in response to a task.</p>	<p>I can demonstrate improved body posture and speed when changing direction I can co-ordinate a range of body parts at increased speed</p>	<p>I can show fluency and control when travelling, landing, stopping and changing direction. I can change direction with a fluent action and can transition smoothly between varying speeds. I can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.</p>
<b>SWIMMING</b>					
			<p>I can swim competently, confidently, and proficiently for over 25 metres.</p> <p>I can use a strokes e.g. front crawl, breaststroke, backstroke.</p> <p>I can perform safe, self-rescue in water-based situations.</p>		
<b>OUTDOOR AND ADVENTUROUS ACTIVITIES</b>					
<p>I can follow instructions. I can begin to work with a partner and a small group. I can understand the rules of the game and suggest ideas to solve simple tasks. I can copy a simple diagram/map I can identify own and others' success.</p>	<p>I can follow instructions accurately. I can work co-operatively with a partner and a small group, taking turns and listening to each other. I can try different ideas to solve a task. I can follow and create a simple diagram/map. I can understand when a challenge is solved successfully and begin to suggest simple ways to improve.</p>	<p>I can follow instructions from a peer and give simple instructions. I can work collaboratively with a partner and a small group, listening to and accepting others' ideas. I can plan and attempt to apply strategies to solve problems. I can orientate and follow a diagram/map. I can reflect on when and why challenges are solved successfully and use others' success to help them to improve.</p>	<p>I can accurately follow instructions given by a peer and give clear and usable instructions to a peer. I can confidently communicate ideas and listen to others before deciding on the best approach. I can plan and apply strategies to solve problems. I can identify key symbols on a map and use a key to help navigate around a grid. I can watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.</p>	<p>I can use clear communication when working in a group and taking on different roles. I can begin to lead others, providing clear instructions. I can plan and apply strategies with others to more complex challenges. I can orientate a map confidently using it to navigate around a course. I can explain why a particular strategy worked and alter methods to improve.</p>	<p>I can communicate with others clearly and effectively when under pressure. I can be confident to lead others and show consideration of including all within a group. I can use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem. I can confidently and efficiently orientate a map, identifying key features to navigate around a course. I can accurately reflect on when challenges are solved successfully and suggest well thought out improvements.</p>