



Learning together, we grow kind hearts
and healthy minds.

Skills & Knowledge Progression: PE

Year	Athletics & OAA	Evaluation	Healthy Lifestyles
EYFS	<p>PD- Moving & handling-Show good control and co-ordination in large and small movements. Move confidently in a range of ways, safely negotiating the space. Handle equipment and tools effectively.</p> <p>PD- Health & Self-care-Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p> <p>Expressive Arts & Design-Exploring & using media-Sing songs, make music and dance and experiment with ways of changing them.</p>		
1	<ul style="list-style-type: none"> Can run at different speeds. Can jump from a standing position Performs a variety of throws with basic control. Identify where they are on a simple map. Use maps to follow a trail. Work with friends to plan and share ideas. Comment about how they went about tackling a task. Begin to work and behave safely and cooperatively alongside others. Work with friends to select appropriate equipment. - 	<ul style="list-style-type: none"> Can comment on own and others performance Can give comments on how to improve performance. Use appropriate vocabulary when giving feedback. 	<ul style="list-style-type: none"> Follow simple warm up exercises. Can identify obvious changes in their body before and after exercise
2	<ul style="list-style-type: none"> Can change speed and direction whilst running. Can jump from a standing position with accuracy. Performs a variety of throws with control and co-ordination (preparation for shot put and javelin). Can use equipment safely. Draw their own maps and plans. Set trails for others to follow. Plan and share roles within a group. Work increasingly well in groups. Plan strategies to solve problems. Implement and refine strategies. Recognise what went well and why. 	<ul style="list-style-type: none"> Watches and describes performances. Beginning to think about how they can improve their own work. Work with a partner or small group to improve their skills. Make suggestions on how to improve their work, commenting on similarities and differences. 	<ul style="list-style-type: none"> To suggest appropriate warm up moves for others to copy. Can identify and explain obvious changes in their body before and after exercise.
3	<ul style="list-style-type: none"> Beginning to run at speeds appropriate for the distance. e.g. sprinting and cross country Can perform a running jump with some accuracy Performs a variety of throws using a selection of equipment. Can use equipment safely and with good control. Develops listening skills. Creates simple body shapes. Listens to instructions from a partner/ adult. 	<ul style="list-style-type: none"> Watches and describes performances accurately. Learn from others how they can improve their skills. Comment on tactics and techniques to help improve performances. Make suggestions on how to improve their work, commenting on similarities and differences. 	<ul style="list-style-type: none"> I can choose appropriate warm ups and cool downs Can identify and explain changes in their body before, during and after exercise.

	<ul style="list-style-type: none"> Beginning to think activities through and problem solve. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe 		
Year	Athletics & OAA	Evaluation	<ul style="list-style-type: none"> Healthy Lifestyles
4	<ul style="list-style-type: none"> Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i> Demonstrates accuracy in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control. Develops strong listening skills. Uses simple maps. Beginning to think activities through and problem solve. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe. 	<ul style="list-style-type: none"> Adapt moves from others performances Explain how tactics have been used well to improve performances Give positive and constructive feedback to peers 	<ul style="list-style-type: none"> I can explain why warming up is important. To create appropriate warm up moves with a partner.
5	<ul style="list-style-type: none"> Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i> Beginning to record peers performances, and evaluate these. Demonstrates accuracy and confidence in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control. Develops strong listening skills. Use s and interprets simple maps. Think activities through and problem solve using general knowledge. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe. 	<ul style="list-style-type: none"> Following observations, choose effective roles for team mates. Evaluate performances and give specific next steps to improve overall performance. 	<ul style="list-style-type: none"> I can use scientific language to explain the effects of exercise on my body. To create warm ups which target relevant muscle groups for specific activities.
6	<ul style="list-style-type: none"> Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. 	<ul style="list-style-type: none"> Following observations, choose effective roles for team mates and give continuous feedback. 	<ul style="list-style-type: none"> I can explain in greater detail, using scientific language, why we need safe and regular exercise.

	<ul style="list-style-type: none"> • <i>e.g. hop skip jump (triple jump)</i> • Beginning to record peers performances, and evaluate these. • Demonstrates accuracy and confidence in throwing and catching activities. • Describes good athletic performance using correct vocabulary. • Can use equipment safely and with good control. • <i>Develops strong listening skills.</i> • <i>Use s and interprets simple maps.</i> • <i>Think activities through and problem solve using general knowledge.</i> • <i>Choose and apply strategies to solve problems with support.</i> • <i>Discuss and work with others in a group.</i> • <i>Demonstrates an understanding of how to stay safe.</i> 	<ul style="list-style-type: none"> • Evaluate performances and give specific next steps to improve overall performance. • Analyse effectiveness of evaluation given to peers. 	<ul style="list-style-type: none"> • To create and lead relevant warm ups linked to a range of activities.
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Swimming - By the end of KS2

- Swims competently, confidently and proficiently over a distance of at least 25 metres
- Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.
- Performs safe self-rescue in different water-based situations.

Respect **Inclusive** **Creative** **Hardworking**