



St Helens Primary School

Physical Education Progression

Invasion Games

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can explore different ways of using a ball.</p> <p>I can explore ways to send a ball or other equipment.</p> <p>I can retrieve and stop a ball using different parts of my body.</p> <p>I can play a variety of running and avoiding games.</p> <p>I can explain why I enjoy playing games and physical activities.</p> <p>I can talk about what our bodies do during exercise e.g. breathing</p>	<p>I can recognise the best ways to score points and stop points being scored.</p> <p>I can recognise how I work best with my partner.</p> <p>I can use different rules and tactics for invasion games.</p> <p>I can make it difficult for opponents.</p> <p>I can keep the ball and find best places to score.</p> <p>I can describe what I see and copy others' ideas, skills and tactics.</p>	<p>I can practise passing to a partner using a number of sending and receiving techniques.</p> <p>I can improve the accuracy of my passes and use space to keep possession better.</p> <p>I can remain in control of ball while travelling.</p> <p>I can use communication skills to help others know where they are going.</p> <p>I can look when travelling and see what happens after I have passed ball.</p>	<p>I can play 3vs1 and 4vs1 and know how to use the space and help each other.</p> <p>I can score more regularly without making as many mistakes.</p> <p>I can choose and adapt my techniques to keep possession and give my team chance to shoot.</p> <p>I can plan ideas and tactics similar across invasion games.</p> <p>I know what rules are needed to make games fair.</p>	<p>I can show ways to keep the ball away from defenders.</p> <p>I know how to shield the ball.</p> <p>I can change speed, direction with ball to get away from a defender.</p> <p>I can shoot accurately in a variety of ways.</p> <p>I can mark an opponent.</p> <p>I can watch and evaluate the success of the games I play in.</p>	<p>I can understand that when my team has the ball they are attacking and when we haven't they are defending.</p> <p>I can understand different ways of attacking and know how to use positions for my team.</p> <p>I can understand different ways to attack and defend.</p> <p>I can choose right formations and tactics for attack and defence.</p> <p>I know how I can support other players in attack and defence.</p>

<p>I can participate in team games.</p> <p>I can develop simple attacking and defending techniques.</p> <p>I can pass and receive a ball in different ways with increasing control.</p>	<p>I can recognise what is successful and how to use this knowledge.</p> <p>I can participate in team games.</p> <p>I can begin to understand and develop tactics for attacking and defending.</p> <p>I can pass and receive a ball in different ways with control and increased accuracy.</p>	<p>I can play games that involve keeping possession and scoring in targets. (3vs 1 and 4vs 1 games.)</p> <p>I know which passes are best to keep possession.</p> <p>I can find space to receive and support.</p> <p>I know what to think about when our team has and hasn't got the ball.</p> <p>I know how to organise myself differently to play each of the games successfully.</p> <p>I can understand patterns of play- if ball is in a certain position I know where players should be.</p>	<p>I can understand simple patterns of play.</p> <p>I can evaluate how successful our tactics have been, use appropriate language to describe performance and identify what I do that makes things difficult for my opponents.</p> <p>I know what they need to improve my game and what I need to practice.</p>	<p>well and parts that need improving.</p> <p>I can explain how confident I feel in different positions.</p> <p>I can suggest what I need to practice to enjoy game more.</p>	<p>I understand how to get ready for games.</p> <p>I know some ideas for warm up exercises and routines.</p> <p>I know what makes a good warm up.</p> <p>I know what clothing and footwear is best to wear.</p> <p>I know how to check playing area.</p> <p>I know how playing invasion games helps my fitness and the benefits of playing outside of school.</p>
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Gymnastics

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can respond to instructions and commands. I can move between mats and small apparatus and change the speed of movement. I can perform a variety of basic gym actions. I can be still in different body shapes and balances and combine different ways of travelling. I can handle apparatus safely. I can recognise how it feels when my body is tense. I can discuss how the body changes during exercise.	I can develop short sequences on my own. I can use imagination to find different ways of using apparatus. I can form simple sequences of different actions using floor and apparatus. I can perform a clear start, middle and end. I can have a clear focus when watching others perform. I can say when a movement or skill is performed well (aesthetic appreciation). I can describe what I have done and what I have seen. (Make easier	I can develop and perform actions. I can practice and concentrate on quality of movement. I can link different balances moving in and out of positions of stillness. I can transfer weight smoothly from one part of body to another. I can use actions on floor and over, through, across and along apparatus. I can vary and apply actions on floor and apparatus. I can copy a partner's sequence on floor and apparatus.	I can devise, perform and repeat sequences that include travel, body shapes and balances. I can help others change their sequences. I can work with a partner. I can adapt my sequences to include apparatus and to suit a partner or small groups. I can compare and contrast similar performances. I can suggest ways to improve the quality of my sequence.	I can explore a range of symmetric and asymmetric actions, shapes and balances. I can control actions and combine them fluently. I am aware of extension, body tension and control. I can move from floor to apparatus, change levels and move safely. I can combine movements with others in a group (matching and mirroring). I can watch a performance and evaluate its success.	I can make up a sequence and adapt it to different apparatus layouts. I can use combinations of dynamics (pathways) to use space effectively. I can make up my own rules for longer, more complex sequences. I can plan a sequence and adapt it to limited equipment. I can work as a group and share roles fairly. I can investigate different ways of working with a partner or small group. I can use compositional ideas (contrasts and variation in shape, speed, level, timing and actions)

<p>I can develop balance, agility and co-ordination of travelling, stillness, jumping, timing, changing shape, size, and direction.</p>	<p>or harder. Use advice to improve)</p> <p>I can develop balance, agility and co-ordination of travelling, stillness, jumping, timing, changing shape, size, direction</p>	<p>I can perform easy combinations of contrasting actions.</p> <p>I can choose combinations that work in my sequences.</p>		<p>choosing a focus for improvement.</p> <p>I can identify one or two aspects of my performance to practice and improve.</p>	<p>I know how gymnastics promotes strength, power and suppleness.</p> <p>I understand the importance of warming up.</p> <p>I know the value of exercise outside of school day.</p> <p>I can devise an effective warm up for gymnastics.</p>
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Dance

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can learn basic movements relating to feelings.</p> <p>I can show a clear starting and finishing position.</p> <p>I can respond to different music showing a range of emotions.</p>	<p>I can begin to evaluate and improve a dance performance by offering simple suggestions.</p> <p>I can use a range of vocabulary to describe moods and how dances make me feel.</p>	<p>I can improvise freely on my own and with a partner, translating ideas from a stimulus to a movement.</p> <p>I can keep up an activity over a period of time and know what they need to warm up and cool down for dance.</p>	<p>I can explore and create characters and narratives in response to a range of stimuli.</p> <p>I can describe, interpret and evaluate my own and others' dances, taking account of character and narrative.</p>	<p>I can explore and improvise ideas for dances in different styles, working on my own, with a partner and in a group.</p> <p>I can organise my own warm up and cool down activities to suit the dance.</p>	<p>I can explore, improvise and combine movement ideas fluently and effectively.</p> <p>I can understand how a dance is formed and performed.</p>

I can perform dance movements and basic routines using simple movement patterns.	I can remember and repeat simple dance phrases. I can perform dances using simple movement patterns			I can show an understanding of why it is important.	I can evaluate, refine and develop my own and others' work.
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Net & Wall Games

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can focus on throwing and catching. I can play games based on net games (like tennis and badminton). I can play running and avoiding games. I can explain how practicing skills can help you feel warmer and why is it good to play and get out of breath. I can participate in team games. I can pass and receive a ball in different ways	I can use my skills to play end to end games, games over a barrier and fielding games. I can use my ability to solve problems and make decisions. I can watch others and describe what is happening. I can talk about what others have done and how they did it. I can participate in team games.	I can practise throwing and catching with a variety of different balls and using different types of throwing. I can hit the ball with a racket. I can use different shots. I can play games using throwing and catching skills. I can vary strength, length and direction of throw.	I can play games using throwing and catching skills. I can vary strength, length and direction of throw. I can understand how I can make it difficult for opponent to receive ball. I can understand where to stand when receiving. I can understand attack and defence tactics. I can understand rules about the games.	I can hold and swing a racket and know where to stand on the court when hitting, catching and receiving. I can hit the ball on both sides of the body and above my head. I can use different types of shots during a game. I can improve accuracy. I can explain why they or others are playing well in the games.	I can devise a scoring system. I can hit the ball in the court away from opponent, know how to outwit them using speed height and direction of ball. I know where to stand when attacking and defending. I can explain why participants including myself are playing well in the games.

with control and increasing accuracy. I can perform fielding techniques with increased control and co-ordination.	I can pass and receive a ball in different ways with control and increased accuracy. I can perform fielding techniques with increased control and co-ordination.	I know how I can make it difficult for opponent to receive ball. I can understand attack and defence tactics. I understand rules about the games.	I can describe what others do and what they find hard. I can talk about how to change the court to make it easier/harder. I can say what I do well in a game and what I need help with and what I need to practice.	I know what they need to get better at and what to practice. I know how to change the court to make easier. I can understand practices to help with precision, consistency and speed about the court.	I know what I need to get better at and what to practice. I understand practices to help with precision, consistency and speed about the court.
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Striking & Fielding

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can be confident and safe in the spaces used to play games. I can explore and use skills, actions and ideas individually and in combination to suit the game they are playing. I understand that being active is good for me and fun. I can participate in team games.	I can choose, use and vary simple tactics. I can recognise good quality in performance. I can use information to improve my work. I can participate in team games. I can pass and receive a ball in different ways with control and increased accuracy.	I can consolidate and develop the range and consistency of my skills in striking and fielding games. I can recognise how specific activities affect my body. I understand the importance of keeping warm.	I can choose and use a range of simple tactics and strategies. I can keep, adapt and make rules for striking and fielding games. I can recognise good performance and identify the parts of a performance that need improving.	I have developed the range and consistency of my skills, especially in specific striking and fielding games. I know how to warm up. I understand what to include in a warm up in order to improve performance. I understand why exercise is good for my	I can use and adapt rules, strategies and tactics, using my knowledge of basic principles of batting and fielding. I can evaluate strengths and weaknesses in my own and others' performances and suggest improvements.

I can pass and receive a ball in different ways with control and increasing accuracy.	I can perform fielding techniques with increased control and co-ordination.		I can say what I have done well in a game and what I need help with and what I need to practice.	fitness, health and well-being.	
I can perform fielding techniques with increased control and co-ordination.					

Multiskills & Athletics

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can take part in multiskills festivals, designed to develop the fundamental movement skills of balance, co-ordination and agility.	I can take part in multiskills festivals, designed to develop the fundamental movement skills of balance, co-ordination and agility.	I can choose skills and equipment to meet the challenges they are set. E.g by increasing the distance thrown.	I can run for short distances and times, and for longer distances and times.	I can choose my favourite ways of running, jumping and throwing.	I can develop the consistency of my actions in a number of events.
I can take part in activities to include a bat and ball relay, throw clap and catch, slalom run, standing long jump etc.	I can perform activities to include bat and ball relay, throw clap and catch, slalom run, standing long jump etc.	I can use different techniques, speeds and effort to meet challenges set for running, jumping and throwing	I can keep a steady pace when running.	I can choose the best equipment for different activities.	I can increase the number of techniques that I use.
I can develop my balance, agility and co-ordination.	I can develop my balance, agility and co-ordination.	I can recognise and describe what my body feel like during different types of activity.	I can practise 5 basic jumps e.g hop, step and jump.	I know how to plan a run so I can pace myself evenly or unevenly.	I can sustain pace over longer distances, e.g. sprint for seven seconds, run for one or two minutes.

	<p>I can explore movement techniques with increased control.</p> <p>I can run, throw and jump and perform these with increased control and co-ordination.</p>	<p>I can describe what happens to my heart, breathing and temperature during different types of athletic activity</p>	<p>I can throw into a target using slinging, pushing and pulling actions.</p> <p>I can describe and evaluate the effectiveness of performance and recognise aspects that need improving.</p>	<p>I can mark a run up for throwing.</p> <p>I can set myself and others targets in different events.</p> <p>I can watch a partner's athletic performance and identify the main strengths.</p> <p>I can identify parts of the performance that need to be practised and refined, and suggest improvements.</p>	<p>I can perform a range of jumps showing power, control and consistency at both take-off and landing.</p> <p>I can understand why exercise is good for fitness, health and wellbeing.</p> <p>I can say why some athletic activities can improve strength, power or stamina and explain how these can help their performance in other types of activity.</p>
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Outdoor and Adventurous Activities

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>I can orientate simple maps and plans</p> <p>I can mark control points in correct position on my map or plan (e.g. where they find an object when following a photo trail)</p> <p>I can find my way back to a base point</p> <p>I can co-operate to share roles within a group</p>		<p>I can draw my own maps and plans and set trails for others to follow</p> <p>I can use the eight points of the compass to orientate myself</p> <p>I can plan before starting an orienteering challenge</p>	

	<p>I can listen to other children's ideas when planning a task</p> <p>I can change my ideas if they are not working</p> <p>I can take responsibility for a role within the group</p> <p>I can recognise that some outdoor adventurous activities can be dangerous</p> <p>I can follow rules to keep myself and others safe</p> <p>I can select appropriate equipment/route/people to solve a problem successfully</p> <p>I can choose effective strategies and change ideas if not working</p>	<p>I can help plan and share roles within the group based on each other's strengths</p> <p>I can work increasingly well in groups where roles and responsibilities are understood</p> <p>I can change roles or ideas if they are not working</p> <p>I can recognise my own and others' feelings</p> <p>I can recognise and talk about the dangers of tasks</p> <p>I can recognise how to keep myself and others safe</p> <p>I can plan strategies to solve problems/plan routes/follow trails/build shelters etc.</p> <p>I can implement and refine strategies</p> <p>I can recognise what went well and why, what you would do differently next time</p>
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Swimming

Beginners	Intermediate	Advanced
<p>I can swim short distances unaided between 5 & 20 metres using one consistent stroke.</p> <p>I can propel myself over longer distances with the assistance of swimming aids.</p>	<p>I can swim over greater distances, between 10 & 20 meters, with confidence in shallow water.</p> <p>I can begin to use basic swimming techniques, including correct arm and leg action.</p> <p>I can explore and use basic breathing patterns.</p>	<p>I can bring control and fluency to at least two recognised strokes.</p> <p>I can implement good breathing techniques to allow for smooth stroke patterns.</p>

I can move with more confidence in the water, including submerging myself fully. I can enter and exit the water independently.	I can enter and exit the water in a variety of ways. I can take part in problem-solving activities such as group floats and team challenges.	I can attempt personal survival techniques as an individual and group with success. I can link lengths together with turns and attempt tumble turn in isolation and during a stroke.
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