


Wheatcroft School
Progression in P.E.

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Gymnastics, Movement and Dance	<ul style="list-style-type: none"> I can demonstrate strength, balance and coordination when playing. I can negotiate space and obstacles safely, with consideration for themselves and others. I can move energetically – running, jumping, hopping, skipping and climbing. 	<ul style="list-style-type: none"> I can perform basic gymnastic positions (straight, star, tuck, straddle and pike) I can balance on different body parts, with control I can travel in different ways on my feet, or on hands and feet I can begin to show contrasts i.e. shapes (e.g. straight/curved) and actions (e.g. fast/slow) I can link several actions together to make a sequence (in gymnastics or dance) I can make smooth transitions when changing actions e.g. jogging to skipping I can jump and land safely from low 	<ul style="list-style-type: none"> I can perform a wider range of positions with control and accuracy e.g. front and back support, arch and dish, v-sit I can perform a forward roll safely, starting and finishing on my feet I can link actions and shapes together fluently to create short sequences I can work with a partner to plan, perform and improve a sequence including some variation in shape, speed and direction I can use dance to show a mood or feeling I can perform a sequence by linking 	<ul style="list-style-type: none"> I can perform a wide range of shapes and actions with control and accuracy I can incorporate partner balances into a sequence e.g. at the beginning I can incorporate apparatus into a sequence, navigating safely over, through and under apparatus I can show variation in both gymnastics and dance, including speed, direction, shape, actions and use of canon/synchronisation I can plan and perform sequences which flow well together, with smooth transitions I can perform with

		<p>apparatus</p> <ul style="list-style-type: none"> • I can plan and perform a sequence or dance (inc. with a partner) • I can perform a sequence by linking two or more actions • I can use dance to show a mood or feeling. 	<p>two or more actions</p> <ul style="list-style-type: none"> • I can create dances and movements that convey a definite idea. 	<p>high energy, show grace or other themes and maintain this throughout a piece</p> <ul style="list-style-type: none"> • I can express an idea in original and imaginative ways
Games		<ul style="list-style-type: none"> • I am beginning to show the ability to pass and combine with other members of the team • I can throw and catch a tennis ball or beanbag with a partner • I can dribble a ball forwards using my feet and be able to stop it • I can throw, kick or strike a ball into a target/goal • I can pass a ball (or beanbag) in a simple team game by throwing and catching • I can use kicking, rolling and hitting 	<ul style="list-style-type: none"> • I can follow rules in more challenging team games e.g. rounders • I can throw, catch, strike and field a ball with control and accuracy • I can dribble a ball and change direction, keeping control of the ball • I am beginning to show the ability to adapt tactics i.e. attack and defence • I work effectively as part of a team 	<ul style="list-style-type: none"> • I can lead others in a game situation act as a good role model within a team • I can umpire or referee a game • I can play to agreed rules, demonstrating a sporting attitude • I can select and perform combinations of sending and striking skills, with confidence, accuracy and consistency, e.g. striking a ball in cricket, forehand and backhand in tennis • I use, adapt and apply tactics, choosing the most effective one for

		skills in simple games <ul style="list-style-type: none"> • I can follow rules to play games • I can decide on the best space or position to be in during a game • I can show some tactical awareness for the game they are playing e.g. attack and defence 		different situations <ul style="list-style-type: none"> • I can work with others to design a game, or modify an established game
Athletics			<ul style="list-style-type: none"> • I can take part in a relay, remembering when to run and what to do • I can run at a speed appropriate to the distance being run (i.e. showing ability to pace themselves) • I can demonstrate a range of throwing actions using a variety of objects • I can perform a two feet jump (standing and a run-up), aiming for distance 	<ul style="list-style-type: none"> • I can demonstrate the capacity to learn and refine specific throwing and jumping techniques • I can demonstrate stamina and improve this over a period of time through practice. • I can demonstrate good control, strength, speed and stamina in a variety of athletic events • I can effectively pace themselves over a variety of running distances
Swimming			<ul style="list-style-type: none"> • I can swim for at least 10m on front and back 	<ul style="list-style-type: none"> • I can swim on my front or back, maintaining a

			<ul style="list-style-type: none"> I can enter the water safely 	<p>consistent arm and leg action, for 25m</p> <ul style="list-style-type: none"> I can tread water safely and confidently in deeper water I can jump into the water safely using straddle and pencil entries I can perform safe self-rescue in different water-based situations
Evaluation	<ul style="list-style-type: none"> I can talk about keeping healthy and safe. 	<ul style="list-style-type: none"> I can begin to identify differences between my own and others' performances I can describe what has gone well and why I can suggest how a performance could be improved I can make changes to my work (e.g. a sequence) following feedback 	<ul style="list-style-type: none"> I can say how my work is similar to and different from others' I understand the importance/benefits of warming-up before exercise I can watch, describe and suggest possible improvements to others' performances I can make improvements to my own performances following feedback or observation (video) 	<ul style="list-style-type: none"> I can display a positive attitude to improving my level of skill and performance, not just on winning, or on completing a task I can pick out things that can be improved in performances and suggest ideas and practices to make them better. I can identify specific benefits of different types of exercise and warm-up activities e.g. core strength, flexibility, speed

				<ul style="list-style-type: none"> • I can explain the short and long term effects of exercise • I can lead a warm-up activity
OAA			<ul style="list-style-type: none"> • I can work as part of a team encouraging others • I can challenge myself • I show resilience when plans don't work • I follow expert instructions and organise my equipment accordingly 	<ul style="list-style-type: none"> • I select the right equipment • I can identify possible risks and suggest ways to manage them • I remain positive even in the most challenging of circumstance