



Skills Progression at Waterside - PE

Real PE - Cogs

Skills	Y1	Y2	Y3	Y4	Y5	Y6
Personal	<p>Stay on task with help I enjoy working on simple tasks with help.</p> <p>Keep trying I try several times if at first I don't succeed and I ask for help when appropriate.</p>	<p>Stay on task I can follow instructions, practise safely and work on simple tasks by myself.</p> <p>Keep trying I try several times if at first I don't succeed and I ask for help when appropriate.</p>	<p>Take control I know where I am with my learning and I have begun to challenge myself.</p>	<p>Take control I know where I am with my learning and I am able to challenge myself.</p>	<p>Consistently try to improve I cope well and react positively when things become difficult. I can persevere with a task and improve my performance through regular practice.</p> <p>Embrace challenge I see all new challenges as opportunities to learn and develop.</p>	<p>Take responsibility for my learning I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes.</p> <p>Embrace challenge I recognise my strengths and weaknesses and can set myself appropriate targets.</p>
Social	<p>Help and encourage I can play with others, take turns and share with help.</p> <p>Understand others I can work sensibly with others, taking turns and sharing.</p>	<p>Help and encourage I can help, praise and encourage others in their learning.</p>	<p>Work well with others I show patience and support others, listening carefully to them about our work.</p>	<p>Work well with others I show patience and support others, listening carefully to them about our work.</p> <p>I am happy to show and tell them about my ideas.</p>	<p>Organise and guide others I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.</p> <p>Improve others I can give and receive sensitive feedback to improve myself and others.</p>	<p>Lead others I can involve others and motivate those around me to perform better.</p> <p>Improve others I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.</p>
Cognitive	<p>Follow instructions I can follow simple instructions.</p>	<p>Recognise and order</p>	<p>Explain why I can understand the simple tactics of</p>	<p>Explain why I can understand the simple tactics of</p>	<p>Describe how to improve</p>	<p>Make good decisions</p>

	<p>Observe and describe I can understand and follow simple rules.</p> <p>I can name some things I am good at.</p>	<p>I can begin to order instructions, movements and skills.</p> <p>With help, I can recognise similarities and differences in performance and explain why someone is working or performing well.</p>	<p>attacking and defending.</p>	<p>attacking and defending.</p> <p>I can explain what I am doing well and I have begun to identify areas for improvement.</p>	<p>I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon.</p> <p>I can use my awareness of space and others to make good decisions.</p>	<p>I have a clear idea of how to develop my own and others' work.</p> <p>I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents.</p> <p>Analyse performance I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop.</p>
Creative	<p>Observe and copy I can observe and copy others.</p> <p>Explore and describe I can explore and describe different movements.</p>	<p>Compare and develop I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme.</p>	<p>Recognise and Respond I can make up my own rules and versions of activities.</p>	<p>Recognise and Respond I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.</p>	<p>Refine and change I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging.</p>	<p>Express, adapt and adjust I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others.</p> <p>Variety and disguise I can effectively disguise what i am about to do next. I can use variety and creativity to engage an audience.</p>
Applying Physical	<p>Travel in different ways I can move confidently in different ways.</p> <p>Perform single skills</p>	<p>Perform simple sequences I can perform a range of skills with some control and consistency.</p>	<p>Perform with control I can perform and repeat longer sequences with clear shapes and controlled movement.</p>	<p>Perform with control I can perform and repeat longer sequences with clear shapes and controlled movement.</p>	<p>Link with quality I can perform a variety of movements and skills with good body tension. I can link actions together so that</p>	<p>Apply with consistency I can effectively transfer skills and movements across a range of activities and</p>

	I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together.	I can perform a sequence of movements with some changes in level, direction or speed.		I can select and apply a range of skills with good control and consistency.	they flow in running, jumping and throwing activities.	sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations. Combine with fluency I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.
Health and Fitness	Describe simple changes I am aware of the changes to the way I feel when I exercise. Explain benefits of exercise I am aware of why exercise is important for good health.	Explain benefits of exercise I am aware of why exercise is important for good health. Practise safely I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.	Explain why I can describe how and why my body changes during and after exercise. I can explain why we need to warm up and cool down.	Explain how to exercise I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.	Plan my own fitness I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme.	Prepare myself for activity I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity.

Sports

Skills	Y1	Y2	Y3	Y4	Y5	Y6
Dance	<ul style="list-style-type: none"> • Respond to a range of stimuli and types of music. • Explore space, direction, levels and speeds. • Experiment creating actions and performing movements with different body parts. • Able to build simple movement patterns from given actions. • Compose and link actions to make simple movement phrases. • Respond appropriately to supporting concepts such as canon and levels. 	<ul style="list-style-type: none"> • Describe and explain how performers can transition and link shapes and balances. • Perform basic actions with control and consistency at different speeds and on different levels. • Challenge themselves to move imaginatively responding to music. • Work as part of a group to create and perform short movement sequences to music. • Perform using more sophisticated formations as well as an individual. • Explore relationships through different dance formations. • Explain the importance of emotion and feeling in dance. • Use the stimuli to copy, repeat and create dance actions and motifs. 	<ul style="list-style-type: none"> • Practise different sections of a dance aiming to put together a performance. • Perform using facial expressions. • Perform with a prop. • Building stylistic qualities through repetition and applying movement to own bodies. • Building basic creative choreography skills in travelling, dynamics and partner work. 	<p>Work to include freeze frames in routines.</p> <ul style="list-style-type: none"> • Practise and perform a variety of different formations in dance. • Develop a dance to perform as a group with a set starting position. • Developing choreography and devising skills in relation to a theme. • Exploring dynamic quality and formations to communicate character. • Concentrating on one simple theme throughout and linking all activities to the communication of this to an audience. 	<ul style="list-style-type: none"> • Perform different styles of dance fluently and clearly. • Refine & improve dances adapting them to include the use of space rhythm & expression. • Worked collaboratively in groups to compose simple dances. • Recognise and comment on dances suggesting ideas for improvement. • Developing choreography and devising skills in relation to a theme. • Exploring dynamic quality and formations to communicate character. • Concentrating on one simple theme throughout and linking all activities to the communication of this to an audience. 	<ul style="list-style-type: none"> • Work collaboratively to include more complex compositional ideas • Develop motifs and incorporate into self-composed dances as individuals, pairs & groups • Talk about different styles of dance with understanding, using appropriate language & terminology • Developing group devices and greater use of teamwork. • Demonstrating narrative through contact and relationships • Showing tension through
Gymnastics	<ul style="list-style-type: none"> • Identify and use simple gymnastics actions and shapes. • Apply basic strength to a range of gymnastics actions. • Begin to carry simple apparatus such as mats and benches. • To recognise 'like' actions and link them. • To perform a variety 	<ul style="list-style-type: none"> • Describe and explain how performers can transition and link gymnastic elements. • Perform with control and consistency basic actions at different speeds and on different levels. • Challenge themselves to develop strength and flexibility. 	<ul style="list-style-type: none"> • Modify actions independently using different pathways, directions and shapes. • Consolidate and improve the quality of movements and gymnastics actions. • Relate strength and flexibility to the actions and movements they are performing. 	<ul style="list-style-type: none"> • To become increasingly competent and confident to perform skills more consistently. • Able to perform in time with a partner and group. • Independently use compositional ideas in sequences such as 	<ul style="list-style-type: none"> • Create longer and more complex sequences and adapt performances. • Take the lead in a group when preparing a sequence. • Develop symmetry individually, as a pair and in a small group. • Compare performances and 	<ul style="list-style-type: none"> • Lead group warm-up showing understanding of the need for strength and flexibility. • Demonstrate accuracy, consistency, and clarity of movement. • Work independently and in small groups to make up own sequences.

	<p>of basic gymnastics actions showing control.</p> <ul style="list-style-type: none"> To introduce turn, twist, spin, rock and roll and link these into movement patterns. To perform longer movement phrases and link with confidence. 	<ul style="list-style-type: none"> Create and perform a simple sequence that is judged using simple gymnastic scoring. Develop body management through a range of floor exercises. Use core strength to link recognised gymnastics elements, e.g., back support and half twist. Attempt to use rhythm while performing a sequence. 	<ul style="list-style-type: none"> To use basic compositional ideas to improve sequence work. Identify similarities and differences in sequences. Develop body management over a range of floor exercises. Attempt to bring explosive moves into floor work through jumps and leaps. Show increasing flexibility in shapes and balances. 	<p>changes in height, speed and direction.</p> <ul style="list-style-type: none"> Develop an increased range of body actions and shapes to include in a sequence. Define muscles groups needed to support the core of their body. Refine taking weight on small and large body parts, for example, hand and shoulder. 	<p>judge strengths and areas for improvement.</p> <ul style="list-style-type: none"> Select a component for improvement. For example - timing or flow. Take responsibility for own warm-up including remembering and repeating a variety of stretches. Perform more complex actions, shapes and balances with consistency. Use information given by others to improve performance. 	<ul style="list-style-type: none"> Arrange own apparatus to enhance work and vary compositional ideas. Experience flight on and off of high apparatus. Perform increasingly complex sequences. Combine own ideas with others to build sequences. Compose and practise actions and relate to music. Show a desire to improve across a broad range of gymnastics actions.
Athletics	<ul style="list-style-type: none"> Pupils will begin to link running and jumping. To learn and refine a range of running which includes varying pathways and speeds. Develop throwing techniques to send objects over long distances. Increase stamina and core strength needed to undertake athletics activities. Take part in a broad range of opportunities to extend strength, balance, agility and coordination. Cooperate with others to carry out more complex tasks. 	<ul style="list-style-type: none"> Develop power, agility, coordination and balance over a variety of activities. Can throw and handle a variety of objects including quoits, beanbags, balls, hoops. Can negotiate obstacles showing increased control of body and limbs. Improve running and jumping movements, work for sustained periods of time. Reflect on activities and make connections between a healthy active lifestyle. Experience and improve on jumping for distance and height. 	<ul style="list-style-type: none"> Control movements and body actions in response to specific instructions. Demonstrate agility and speed. Jump for height and distance with control and balance. Throw with speed and power and apply appropriate force. 	<ul style="list-style-type: none"> Using running, jumping and throwing stations, children investigate in small groups different ways of performing these activities. Using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws. 	<ul style="list-style-type: none"> Sustain pace over short and longer distances such as running 100m and running for 2 minutes. Able to run as part of a relay team working at their maximum speed. Perform a range of jumps and throws demonstrating increasing power and accuracy. 	<ul style="list-style-type: none"> Become confident and expert in a range of techniques and recognise their success. Apply strength and flexibility to a broad range of throwing, running and jumping activities. Work in collaboration and demonstrate improvement when working with self and others. Accurately and confidently judge across a variety of activities.
Invasion Games	<ul style="list-style-type: none"> To practice basic movements including running, jumping, throwing and catching. To begin to engage 	<ul style="list-style-type: none"> Can send a ball using feet and can receive a ball using feet. 	<p><u>Hockey and Football</u></p> <ul style="list-style-type: none"> To perform some basic invasion games 	<p><u>Rugby and Netball</u></p> <ul style="list-style-type: none"> Show increases confidence and perform with more 	<p><u>Football and Hockey</u></p> <ul style="list-style-type: none"> Use strength, agility and coordination when defending. 	<p><u>Rugby and Netball</u></p> <ul style="list-style-type: none"> Apply aspects of fitness to the game such as power,

	<p>in competitive activities.</p> <ul style="list-style-type: none"> • To experience opportunities to improve agility, balance and coordination. • To recognise rules and apply them in competitive and cooperative games. • Use and apply simple strategies for invasion games. • Preparing for, and explaining the reasons why we enjoy exercise. 	<ul style="list-style-type: none"> • Refine ways to control bodies and a range of equipment. • Recall and link combinations of skills, e.g. dribbling and passing. • To select and apply a small range of simple tactics. • Recognise good quality in self and others. • To work with others to build basic attacking play. 	<p>skills, passing and dribbling.</p> <ul style="list-style-type: none"> • To build attacking/offensive play. • Able to show basic control skills including sending and receiving the ball. • To send the ball with some accuracy to maintain possession and build attacking play. • Able to implement basic rules of modified games. • Develop motor skills to handle sticks with ease and improve agility. • Show basic skills to maintain possession. • Use space efficiently to build an attack. • Link skills to perform as a team. 	<p>consistency a selection of basic skills such as passing and catching.</p> <ul style="list-style-type: none"> • Develop a wider range of ball handling skills. • Use footwork rules in a game situation and explore basic marking. • Passing over longer distance. • Moving towards the ball to receive the pass. • Pass and move with the ball as a team to build attacks. • Apply a small range of tactics in a competitive situation. • Demonstrate increased speed and endurance during game play. • Evaluating skills, tactics and team play to aid improvement. 	<ul style="list-style-type: none"> • Increase power and strength of passes, moving the ball accurately in a variety of situations. • Select and apply a range of tactics and techniques and play with consistency. • To play effectively in a variety of positions and formations on the pitch. • Relate a greater number of attacking and defensive tactics to gameplay. • Become more skilful when performing movements at speed. • Select and apply appropriate skill in a game situation. • Play effectively as a team in defence taking individual responsibility for your role. 	<p>strength, agility and coordination.</p> <ul style="list-style-type: none"> • Choose and implement a wider range of strategies to play defensively and offensively. • Grasp more technical aspects of the game. • Observe, recognise and analyse good individual and team performances. • Suggest, plan and lead simple drills for given skills. • Combine and perform more complex skills at speed in games. • Use set plays in game situation and explain when and why they are used. • Switch effectively as a team between defence and attack.
<p>Net/ Wall Games</p>	<ul style="list-style-type: none"> • Able to send an object with increased confidence using hand or bat. • Move towards a moving ball to return it. • Sending and returning a variety of balls/objects such as balloons and beachballs. • Track, intercept and stop a variety of objects such as balls and beanbags. • Select and apply skills. 	<ul style="list-style-type: none"> • Be able to track the path of a ball over a net and move towards it • Begin to hit and return a ball using hands and racquets with some consistency • Play modified net/wall games throwing, catching and sending over a net • Be able to make it difficult for their opponent to score a point. • Begin to choose specific tactics appropriate to the situation. 	<p><u>Tennis</u></p> <ul style="list-style-type: none"> • Identify and describe some rules of net/wall games. • Serve to begin a game. • Explore forehand hitting. • Play with some understanding of modified court boundaries. 	<p><u>Badminton</u></p> <ul style="list-style-type: none"> • Explore and use different shots with both the forehand and backhand. • Demonstrate different net/wall skills. • Work to return the serve. • Demonstrate different court positions in gameplay. 	<p><u>Tennis</u></p> <ul style="list-style-type: none"> • Use different types of serves in-game and new shots learnt in games. • Play with others to score and defend points in competitive games. • Move confidently around the playing area using footwork techniques. • Develop further ways of playing with others cooperatively and in competition. • Introduce Volley shots and Overhead shots. 	<p><u>Badminton</u></p> <ul style="list-style-type: none"> • Develop a wider range of shots. • Begin to select and apply more sophisticated tactics such as net play, and offensive and defensive positioning. • Play with fluency with a partner in doubles/partner scenarios. • Develop backhand shots. • Begin to use full scoring systems. • Continue developing doubles play and tactics to improve.

		<ul style="list-style-type: none"> • Improve agility and coordination and use in a game. 			<ul style="list-style-type: none"> • Further, explore Tennis service rules. 	
<p>Striking and Fielding Games</p>	<ul style="list-style-type: none"> • Able to hit objects with hand or bat. • Track and retrieve a rolling ball. • Throw and catch a variety of balls and objects. • Develop sending and receiving skills to benefit fielding as a team. • Distinguish between the roles of batters and fielders. • Introduce the concept of simple tactics. 	<ul style="list-style-type: none"> • To develop hitting skills with a variety of bats. • Practice feeding/bowling skills. • Hit and run to score points in games. • Work on a variety of ways to score runs in the different hit, catch, run games. • Attempt to work as a team to field. • Begin to play the role of wicketkeeper or backstop 	<p>Cricket</p> <ul style="list-style-type: none"> • To be able to adhere to some of the basic rules of cricket of striking and fielding games. • To develop a range of skills to use in isolation and a competitive context. • To use basic skills with more consistency including striking a bowled ball. • Work cooperatively with others to complete fielding tasks. 	<p>Rounders</p> <ul style="list-style-type: none"> • To develop the range of striking and fielding skills they can apply in a competitive context. • Choose and use a range of simple tactics in isolation and in a game context. • Consolidate existing skills and apply with consistency. • Strike to ball with intent, use decision making attempt direction. 	<p>Cricket</p> <ul style="list-style-type: none"> • Link together a range of skills and use in combination. • Collaborate with a team to choose, use and adapt rules in games. • Recognise how some aspects of fitness apply to striking and fielding e.g., power, flexibility, and cardiovascular endurance. • Develop retrieving and returning the ball. 	<p>Rounders</p> <ul style="list-style-type: none"> • Apply with consistency standard rules in a variety of different styles of games. • Attempt shots in isolation and in competitive scenarios. • Use a range of tactics for attacking and defending in the role of the batter and fielder.
<p>Outdoor and Adventurous Activity</p> <p>Link to position and direction in Maths and Geography</p>	<ul style="list-style-type: none"> • Use thinking skills to follow multi step instructions. • Solve more challenging problems as an individual. • Comprehend that one thing can represent another. • Take part in activities with increasing challenge to build confidence. 	<ul style="list-style-type: none"> • Use searching skills to find given items from clues and pictures. • Work as a pair to navigate space. • Use and explore unusual equipment to develop coordination, problem-solving and motor skills. • Use adventure playground. 	<ul style="list-style-type: none"> • Work with others to solve problems. • Describe their work and use different strategies to solve problems. • Lead others and be led – on adventure playground. • Differentiate between when a task is competitive and when it is collaborative. 	<ul style="list-style-type: none"> • Work well in a team or group within defined and understood roles. • Plan and refine strategies to solve problems. • Identify the relevance of and use maps, compass and symbols. • Identify what they do well and suggest what they could do to improve. 	<ul style="list-style-type: none"> • Explore ways of communicating in a range of challenging activities. • Navigate and solve problems from memory. • Develop and use trust to complete the task and perform under pressure. 	<ul style="list-style-type: none"> • Use information given by others to complete tasks and work collaboratively. • Undertake more complex tasks – use a compass and create maps of the school (indoor and outdoor). • Take responsibility for a role in a task. • Use knowledge of PE and physical activities to suggest design ideas & amendments to games.
<p>Swimming</p>				<p>Beginner</p> <ul style="list-style-type: none"> • Swim short distances unaided between 5 & 20 metres using one consistent stroke. • Propel themselves over longer distances with the assistance of swimming aids. • Move with more confidence in the water including submerging themselves fully. • Enter and exit the water independently. <p>Intermediate</p>		

				<ul style="list-style-type: none">•Swim over greater distances, between 10 & 20 meters with confidence in shallow water.• Begin to use basic swimming techniques including correct arm and leg action.• Explore and use basic breathing patterns.• Enter and exit the water in a variety of ways.• Take part in problem-solving activities such as group floats and team challenges. <p><u>Advanced</u></p> <ul style="list-style-type: none">• Bring control and fluency to at least two recognised strokes.• Implement good breathing technique to allow for smooth stroke patterns.• Attempt personal survival techniques as an individual and group with success.• Link lengths together with turns and attempt tumble turn in isolation and during a stroke.
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