

## PE Progression Grid Class 5-6

Autumn 1 Fitness 5-6 Dodgeball 5-6	Autumn 2 Dance 5 Gym 5	Spring 1 Dance 5 Gym 6	Spring 2 Netball 5-6 Hockey 5-6	Summer 1 Tennis 5 Cricket 5-6	Summer 2 Athletics 5 OAA 5-6
Minimum vocabulary shown in bold			Minimum learning is highlighted in yellow		
<p>I can change my running <b>technique</b> to adapt to different <b>distances</b>.</p> <p>I can <b>collect, record and analyse</b> scores to identify areas where I have made the most improvement.</p> <p>I can work with others to organise, manage and record information at a station.</p> <p>I encourage and motivate others to work to their best.</p> <p>I understand that there are different areas of fitness and how this helps me in different activities.</p> <p>I understand the different components of fitness and ways to test and develop them.</p> <p>I work to my maximum consistently when presented with challenges.</p>	<p>I can <b>choreograph</b> a dance and work safely using a <b>prop</b>.</p> <p>I can lead a small group through a short warm-up routine.</p> <p>I can perform dances confidently and <b>fluently</b> with accuracy and good <b>timing</b>.</p> <p>I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters.</p> <p>I can use and include <b>contrast</b> and <b>structure</b> to create effects</p> <p>I can use appropriate language to <b>evaluate</b> and refine my own and others' work.</p> <p>I can use feedback provided to improve the quality of my work.</p> <p>I can work <b>creatively</b> and imaginatively on my own, with a partner and in a group to choreograph and <b>structure dances</b>.</p>	<p>I can create and use space to help my team.</p> <p>I can <b>pass, receive</b> and shoot the ball with increasing <b>control under pressure</b>.</p> <p>I can select the appropriate action for the situation and make this decision quickly.</p> <p>I can use <b>marking</b>, and/or <b>interception</b> to improve my <b>defence</b>.</p> <p>I can use the rules of the game consistently to play honestly and fairly.</p> <p>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. so that games run smoothly</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p>	<p>I am developing a wider range of skills and I am beginning to use these under some pressure.</p> <p>I can identify how different activities can benefit my physical health.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can use feedback provided to improve my work.</p> <p>I can work cooperatively with others to manage our game.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p> <p>I understand the rules of the game and I can apply them honestly most of the time.</p> <p>I understand there are different skills for different situations and I am beginning to apply this.</p> <p>Vocab related to tennis to be revised</p>	<p>I can compete within the rules showing fair play and honesty.</p> <p>I can help others to improve their technique using key teaching points.</p> <p>I can perform jumps for distance using good <b>technique</b>.</p> <p>I can use <b>force against the ground</b> to gain speed</p> <p>I can select and apply the best <b>pace</b> for a running event.</p> <p>I can show accuracy and good technique when <b>throwing for distance</b>.</p> <p>I understand that there are different areas of fitness and how this helps me in different activities.</p> <p>I use different strategies to persevere to achieve my personal best.</p>	

<p>I can <b>officiate</b> and help to manage a game by refereeing.</p> <p>I can select the appropriate action for the situation and make this decision quickly.</p> <p>I can use a wider range of skills with increasing <b>control</b> under pressure.</p> <p>I can use the rules of the game consistently to play honestly and fairly.</p> <p>I can work <b>collaboratively</b> to create tactics with my team and evaluate the <b>effectiveness of these</b> so that games run smoothly.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p>	<p>I can create and perform <b>sequences using apparatus</b>, individually and with a partner.</p> <p>I can lead a partner through short warm-up routines.</p> <p>I can use <b>canon and synchronisation</b>, and <b>matching and mirroring</b> when performing with a partner and a group and say how it affects the performance.</p> <p>I can use feedback provided to improve my work.</p> <p>I can use set <b>criteria</b> to make simple judgments about performances and suggest ways they could be improved.</p> <p>I can use <b>strength and flexibility</b> to improve the quality of a performance.</p> <p>I can work safely when learning a new skill to keep myself and others safe.</p>	<p>I can combine and perform gymnastic actions, shapes and balances with <b>control and fluency</b>.</p> <p>I can create and perform sequences using <b>compositional devices</b> to improve the quality.</p> <p>I can lead a small group through a short warm-up routine.</p> <p>I can use appropriate language to <b>evaluate and refine</b> my own and others' work.</p> <p>I can work collaboratively with others to create a sequence.</p> <p>I understand how to work safely when learning a new skill.</p> <p>I understand what <b>counter balance and counter tension</b> is and can show examples with a partner.</p>	<p>I can create and use space to help my team.</p> <p>I can dribble, pass, receive and <b>shoot</b> the ball with <b>increasing control. under pressure</b>.</p> <p>I can select the appropriate action for the situation and make this decision quickly.</p> <p>I can use <b>marking, tackling and/or interception</b> to improve my defence.</p> <p>I can use the rules of the game consistently to play honestly and fairly.</p> <p>I can work <b>collaboratively</b> to create tactics with my team and evaluate the effectiveness of these so that games run smoothly.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p>	<p>I can select the appropriate action for the situation.</p> <p>I can strike a bowled ball with increasing consistency and accuracy.</p> <p>I can use a wider range of <b>fielding</b> skills with increasing control under pressure.</p> <p>I can use the rules of the game consistently to play fairly.</p> <p>I can work in <b>collaboration with others so that games run smoothly</b>.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p> <p>I understand and can apply some tactics in the game as a <b>batter, bowler and fielder</b>.</p>	<p>I am inclusive of others, can share job roles and lead when necessary.</p> <p>I can <b>orientate</b> a map efficiently to navigate around a course and identify <b>boundaries within a location</b></p> <p>I can pool ideas within a group, selecting and applying the best method to solve a problem.</p> <p>I can use <b>critical thinking</b> skills to form ideas and <b>strategies</b> to solve challenges.</p> <p>I can work effectively with a partner and a group to solve challenges.</p>
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From Nursery up to year 6 all children will be taught to listen, take turn, work alone, work in a group, work in a team and lead others – these skills will be repeated so that they become embedded and children will regularly be given opportunities to practice these skills.

Vocabulary in PE is repeated and consolidated over time.