

Hendal Primary School Curriculum Progression Ladder – Physical Education

Physical Education Knowledge and Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Games (KS2) Multi-skills (KS1)	<p>Can they throw underarm?</p> <p>Can they roll a piece of equipment?</p> <p>Can they hit a ball with a bat?</p> <p>Can they move and stop safely?</p> <p>Can they catch with both hands?</p> <p>Can they throw in different ways?</p> <p>Can they kick in different ways?</p> <p>Can they use basic underarm rolling skills?</p> <p>Can they sometimes use overarm skills?</p>	<p>Can they use hitting, kicking and/or rolling in a game?</p> <p>Can they stay in a 'zone' during a game?</p> <p>Can they decide where the best place to be is during a game?</p> <p>Can they follow rules?</p> <p>Can they show awareness of opponents and team mates when playing a game?</p> <p>Can they kick the ball with more confidence?</p> <p>Can they kick a ball during a simple game?</p>	<p>Can they throw and catch with control when under limited pressure?</p> <p>Are they aware of space and use it to support team-mates and cause problems for the opposition?</p> <p>Do they know and use rules fairly to keep games going?</p> <p>Can they keep possession with some success when using equipment that is not used for throwing and catching skills?</p> <p>Can they pass the ball with some control to a partner?</p>	<p>Can they catch with one hand?</p> <p>Can they throw and catch accurately?</p> <p>Can they hit a ball accurately and with control?</p> <p>Can they keep possession of the ball?</p> <p>Can they move to find a space when they are not in possession during a game?</p> <p>Can they vary tactics and adapt skills according to what is happening?</p> <p>Can they pass with control?</p> <p>Can they dribble with control?</p>	<p>Can they gain possession by working as a team?</p> <p>Can they pass in different ways?</p> <p>Can they use forehand and backhand with a racquet?</p> <p>Can they field?</p> <p>Can they choose the best tactics for attacking and defending?</p> <p>Can they use a range of passing techniques with some control?</p> <p>Can they use a range of dribbling techniques with some control?</p>	<p>Can they explain complicated rules?</p> <p>Can they make a team plan and communicate it to others?</p> <p>Can they lead others in a game situation?</p> <p>Can they use a range of passing techniques with control?</p> <p>Can they dribble using a range of techniques with control?</p> <p>Can they use a range of shooting techniques with control?</p> <p>Can they keep possession in a small sided game?</p>

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	<p>Can they sometimes catch a bean bag and medium sized ball?</p> <p>Can they choose different ways to throw a ball?</p>	<p>Can they look to pass to a partner with some control?</p> <p>Can they find space during a simple game?</p> <p>Can they use simple tactics during a game?</p>	<p>Can they be aware of space and use it to support team mates?</p> <p>Can they keep possession with some success?</p> <p>Can they say when a player has moved to help others?</p> <p>Can they understand basic positions?</p>	<p>Can they shoot with control?</p> <p>Can they identify tactics to help my team keep the ball and take it towards the opponent's goal?</p> <p>Can they mark opponents and help their team mates defend?</p>	<p>Can they use a range of shooting techniques with some control?</p> <p>Can they attack an opponent's goal?</p> <p>Can they defend their goal and mark an opponent?</p>	<p>Can they play in positions for both attack and defence?</p>
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Gymnastics	<p>Can they make their body tense, relaxed, curled and stretched?</p> <p>Can they control their body when travelling?</p> <p>Can they control their body when balancing?</p> <p>Can they copy sequences and repeat them?</p> <p>Can they roll in different ways?</p> <p>Can they travel in different ways?</p> <p>Can they balance in different ways?</p> <p>Can they climb safely?</p> <p>Can they stretch in different ways?</p>	<p>Can they plan and show a sequence of movements?</p> <p>Can they use contrast in their sequences?</p> <p>Are their movements controlled?</p> <p>Can they think of more than one way to create a sequence which follows a set of 'rules'?</p> <p>Can they work on their own and with a partner to create a sequence?</p> <p>Can they plan and repeat simple sequences of actions?</p>	<p>Can they use a greater number of their own ideas for movement in response to a task?</p> <p>Can they adapt sequences to suit different types of apparatus and their partner's ability?</p> <p>Can they explain how strength and suppleness affect performances?</p> <p>Can they compare and contrast gymnastic sequences, commenting on similarities and differences?</p> <p>Can they use their own ideas for movements in response to a task?</p>	<p>Can they work in a controlled way?</p> <p>Can they include change of speed?</p> <p>Can they include change of direction?</p> <p>Can they include range of shapes?</p> <p>Can they follow a set of 'rules' to produce a sequence?</p> <p>Can they work with a partner to create, repeat and improve a sequence with at least three phases?</p> <p>Can they perform actions, balances, body shape and agilities with control?</p> <p>Can they plan, perform and repeat</p>	<p>Can they make complex or extended sequences?</p> <p>Can they combine action, balance and shape?</p> <p>Can they perform consistently to different audiences?</p> <p>Are their movements accurate, clear and consistent?</p> <p>Can they create, practice and refine longer, more complex sequences for performance including changes in level, direction and speed?</p> <p>Can they choose actions, body shapes and</p>	<p>Do they combine their own work with that of others?</p> <p>Can they link their sequences to specific timings?</p> <p>Can they make up longer, more complex sequences, including changes of direction, level and speed?</p> <p>Can they combine and perform gymnastics actions, shapes and balances?</p> <p>Can they show clarity, fluency, accuracy and consistency in their movements?</p>

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	<p>Can they curl in different ways?</p> <p>Can they show basic control and coordination when travelling and when remaining still?</p> <p>Can they choose and link actions such as rolls, travelling and balances?</p> <p>Can they remember and repeat these actions?</p> <p>Can they find and use space safely?</p> <p>Can they identify and copy basic actions of gymnastics?</p> <p>Can they use words such as rolling, travelling, balancing and climbing?</p>	<p>Can they show contrasts in shape?</p> <p>Can they travel using different pathways with co-ordination, control?</p> <p>Can they perform a range of balances with co-ordination, control?</p>	<p>Can they perform actions, balances, body shape and agilities with some control?</p> <p>Can they choose and plan sequences?</p> <p>Can they adapt sequences to suit their partners ability?</p>	<p>longer sequences that include changes of speed and level, clear shapes and quality of movement?</p> <p>Can they adapt their own movements to include a partner in a sequence?</p>	<p>balances from a wider range of themes and ideas?</p>	<p>Can they prepare a sequence in small groups and perform to an audience?</p>
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	Can they make their body tense, relaxed, stretched and curled?					
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Physical Education Knowledge and Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Athletics	<p>Can they run at fast, medium and slow speeds, changing speeds and direction?</p> <p>Can they link running and jumping activities with some fluency?</p> <p>Can they make a short sequence of linked jumps?</p> <p>Can they take part in relay activities?</p> <p>Can they throw a variety of objects changing my action for accuracy and distance?</p>	<p>Can they run at fast, medium and slow speeds, changing speeds and direction?</p> <p>Can they link running and jumping activities with some fluency?</p> <p>Can they make a short sequence of linked jumps?</p> <p>Can they take part in relay activities?</p> <p>Can they throw a variety of objects changing my action for accuracy and distance?</p>	<p>Can they run at fast, medium and slow speeds, changing speed and direction?</p> <p>Can they link running and jumping activities with some fluency, control and consistency?</p> <p>Can they make up and repeat a short sequence of linked jumps?</p> <p>Can they take part in a relay activity, remembering when to run and what to do?</p> <p>Do they throw a variety of objects, changing their action for accuracy and distance?</p>	<p>Can they work in a controlled way?</p> <p>Can they include change of speed?</p> <p>Can they include change of direction?</p> <p>Can they include range of shapes?</p> <p>Can they follow a set of 'rules' to produce a sequence?</p> <p>Can they work with a partner to create, repeat and improve a sequence with at least three phases?</p> <p>Can they understand the difference between sprinting and distance running?</p>	<p>Are they controlled when taking off and landing in a jump?</p> <p>Can they throw with accuracy?</p> <p>Can they combine running and jumping?</p> <p>Can they follow specific rules?</p> <p>Can they select the correct running pace for a variety of distances?</p> <p>Can they perform a controlled take off whilst jumping?</p> <p>Can they use the correct technique when throwing the shot put, discus and javelin</p>	<p>Can they demonstrate stamina?</p> <p>Can they use their skills in different situations?</p> <p>Can they select the correct running pace for a variety of distances?</p> <p>Can they perform a controlled take off whilst jumping?</p> <p>Can they use the correct technique when throwing the shot put, discus and javelin performing with accuracy?</p> <p>Can they understand power and stamina and relate them to athletics events</p>

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			<p>Can they understand the difference between sprinting and distance running?</p> <p>Can they know and demonstrate a range of throwing techniques?</p> <p>Can they throw with some power and accuracy to a target area?</p> <p>Can they perform a range of jumps using a short run up?</p>	<p>Can they understand and demonstrate a range of throwing techniques?</p> <p>Can they throw with some power and accuracy to a target area?</p> <p>Can they perform a range of jumps using a short run up?</p>	<p>performing with accuracy?</p> <p>Can they understand power and stamina and relate them to athletics events understanding why they are needed to do well?</p>	<p>understanding why they are needed to do well?</p>
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Physical Education Knowledge and Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	<p>Can they move to music?</p> <p>Can they copy dance moves?</p> <p>Can they perform some dance moves?</p> <p>Can they move around the space safely?</p> <p>Can they perform basic body actions?</p> <p>Can they use different parts of the body singly and in combination?</p> <p>Can they choose appropriate movements for different dance ideas?</p> <p>Can they remember and</p>	<p>Can they dance imaginatively?</p> <p>Can they change rhythm, speed, level and direction?</p> <p>Can they dance with control and co-ordination?</p> <p>Can they make a sequence by linking sections together?</p> <p>Can they link some movements to show a mood or feeling?</p> <p>Can they perform body actions with control and co-ordination?</p> <p>Can they choose movements with different qualities to make a dance phrase that</p>	<p>Can they improvise freely, translating ideas from a stimulus into movement?</p> <p>Can they share and create phrases with a partner and in small groups?</p> <p>Can they repeat, remember and perform these phrases in a dance?</p> <p>Can they improvise movements freely?</p> <p>Can they create dance phrases that communicate ideas freely?</p> <p>Can they share and create dance phrases with a partner?</p> <p>Can they repeat, remember and</p>	<p>Can they take the lead when working with a partner or group?</p> <p>Can they use dance to communicate an idea?</p> <p>Can they work on their movements and refine them?</p> <p>Is their dance clear and fluent?</p> <p>Can they respond imaginatively to a range of stimuli related to mood, character and narrative?</p> <p>Can they use simple motifs and patterns to structure dance phrases on their own with a partner or in a group?</p>	<p>Can they compose their own dances in a creative and imaginative way?</p> <p>Can they perform to an accompaniment, expressively and sensitively?</p> <p>Are their movements controlled?</p> <p>Does their dance show clarity, fluency, accuracy and consistency?</p> <p>Can they compose motifs and plan dances creatively and collaboratively in groups?</p> <p>Can they adapt and refine the way they use weight, space</p>	<p>Can they develop imaginative dances in a specific style?</p> <p>Can they choose their own music, style and dance?</p> <p>Can they work independently, in pairs or as a group to compose motifs and structure simple dances?</p> <p>Can they perform with expression and sensitivity?</p> <p>Can they dance with control and fluency?</p>

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	<p>repeat short dance phrase?</p> <p>Can they move with control?</p> <p>Can they vary the way they use space?</p>	<p>expresses an idea, mood or feeling?</p> <p>Can they link action?</p> <p>Can they remember and repeat dance phrases?</p> <p>Can they perform a short dance phrase showing an understanding of expressive qualities?</p>	<p>perform these phrases in a dance?</p> <p>Can they introduce rhythm and expression?</p>	<p>Can they refine, repeat and remember dance phases and dances?</p> <p>Can they perform dances clearly and fluently?</p>	<p>and rhythm in their dance?</p> <p>Can they perform different styles of dance?</p> <p>Can they understand how to perform safely?</p>	
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Physical Education Knowledge and Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Outdoor/ Adventurous	N/A	N/A	<p>Can they follow a map in a familiar context?</p> <p>Can they move from one location to another following a map?</p> <p>Can they use clues to follow a route?</p> <p>Can they follow a route safely?</p> <p>Can they use maps and diagrams to orientate myself and travel around a simple course?</p> <p>Can they respond when the task or environment changes and the challenge increase?</p> <p>Can they start to plan sensible responses to</p>	<p>Can they follow a map in a more demanding familiar context?</p> <p>Can they move from one location to another following a map?</p> <p>Can they use clues to follow a route?</p> <p>Can they follow a route accurately, safely and within a time limit?</p> <p>Can they use maps and diagrams to orientate myself and travel around a simple course?</p> <p>Can they respond when the task or environment changes and the challenge increase?</p>	<p>Can they follow a map in an unknown location?</p> <p>Can they use clues and compass directions to navigate a route?</p> <p>Can they change their route if there is a problem?</p> <p>Can they change their plan if they get new information?</p> <p>Can they choose and perform skills and strategies effectively?</p> <p>Can they find solutions to problems and challenges?</p> <p>Can they plan, implement and</p>	<p>Can they plan a route and series of clues for someone else?</p> <p>Can they plan with others taking account of safety and danger?</p> <p>Can they choose and perform skills and strategies effectively?</p> <p>Can they find solutions to problems and challenges?</p> <p>Can they adapt strategies?</p> <p>Can they work effectively in groups sharing roles and responsibilities?</p>

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			physical challenges or problems, talk and work with others in my group?	Can they start to plan sensible responses to physical challenges or problems, talk and work with others in their group?	refine the strategies that they use? Can they adapt strategies? Can they work effectively in groups, sharing roles and responsibilities?	
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Acquiring and Developing	<p>Can they copy actions?</p> <p>Can they repeat actions and skills?</p> <p>Can they move with control and care?</p>	<p>Can they copy and remember actions?</p> <p>Can they repeat and explore actions with control and coordination?</p> <p>Can they work with a partner and as part of a group?</p>	<p>Can they select and use the most appropriate skills, actions or ideas?</p> <p>Can they move and use actions with co-ordination and control?</p> <p>Can they understand and use rules fairly?</p> <p>Can they play different roles in small groups?</p>	<p>Can they select and use the most appropriate skills, actions or ideas?</p> <p>Can they move and use actions with co-ordination and control?</p> <p>Can they make up their own small-sided game?</p> <p>Can they play different roles in small groups?</p> <p>Can they use language appropriate to a range of sporting activities?</p>	<p>Can they adapt their performances to the demands of the task?</p> <p>Can they link skills, techniques and ideas and apply them accurately and appropriately?</p> <p>Do they show good control in their movements?</p>	<p>Do they apply their skills, techniques and ideas consistently?</p> <p>Do they show precision, control and fluency?</p> <p>Can they use appropriate language, understanding and terminology?</p> <p>Can they plan, implement and refine the strategies that they use?</p>

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Evaluating and Improving	<p>Can they talk about what they have done?</p> <p>Can they describe what other people did?</p> <p>Can they describe basic movements and body actions?</p> <p>Can they describe what they and others are doing?</p> <p>Can they describe what they do in their movement phases?</p>	<p>Can they talk about what is different between what they did and what someone else did?</p> <p>Can they say how they could improve?</p> <p>Can they describe what their class mates and they have done?</p> <p>Can they suggest ways they could improve their performance?</p>	<p>Can they explain how their work is similar and different from that of others?</p> <p>With help, do they recognise how performances could be improved?</p> <p>Can they compare sequences, commenting on similarities and differences?</p> <p>Can they recognise how performances could be improved?</p> <p>Can they compare performances using appropriate language?</p> <p>Can they suggest improvements that can be made to</p>	<p>Can they explain how their work is similar and different from that of others?</p> <p>Can they use their comparison to improve their work?</p> <p>Can they pick out things that could be improved?</p> <p>Can they suggest improvements?</p> <p>Can they compare performances using appropriate language?</p> <p>Can they identify parts of the work that were successful?</p> <p>Can they respond to feedback on how</p>	<p>Can they compare and comment on skills, techniques and ideas that they and others have used?</p> <p>Can they use their observations to improve their work?</p> <p>Can they evaluate my own performances and suggest ideas and practices for improvement?</p> <p>Can they make simple judgements on performances?</p> <p>Can they suggest ways to improve their own and others work?</p> <p>Can they recognise and comment on</p>	<p>Can they analyse and explain why they have used specific skills or techniques?</p> <p>Can they modify use of skills or techniques to improve their work?</p> <p>Can they create their own success criteria for evaluating?</p> <p>Can they evaluate their own performances and suggest ideas and practices for improvement?</p> <p>Can they identify a good sporting performance and know why it is good?</p>

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			<p>their and others performances?</p> <p>Can they identify parts of the work that were successful?</p> <p>Can they respond to feedback on how to go about my work differently?</p>	<p>to go about my work differently?</p>	<p>dances, showing an understanding of style?</p> <p>Can they identify what they do well as an individual and as part of a group?</p> <p>Can they suggest ways to improve?</p>	<p>Can they use appropriate criteria to evaluate and refine my and others work?</p> <p>Can they suggest ways to improve?</p> <p>Can they identify what they do well as an individual and as part of a group?</p>
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Physical Education Knowledge and Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Fitness	<p>Can they describe how their body feels before, during and after an activity?</p> <p>Can they recognise when their heart rate, breathing and temperature have changed?</p> <p>Can they describe how their heart and lungs work when dancing?</p>	<p>Can they show how to exercise safely?</p> <p>Can they describe how their body feels during different activities?</p> <p>Can they explain what their body needs to keep healthy?</p> <p>Can they describe how their body works and feels during games?</p> <p>Can they recognise and describe how I feel after exercise?</p> <p>Can they describe what my body feels like during different activities?</p> <p>Can they say what different actions are being performed well?</p>	<p>Can they explain why it is important to warm-up and cool-down?</p> <p>Can they identify some muscle groups used in gymnastic activities?</p> <p>Can they explain why it is important to warm up and cool down?</p> <p>Can they explain how strength and suppleness affect performance?</p> <p>Can they identify muscle groups used in a range of activities?</p> <p>Can they relate different activities to different heart</p>	<p>Can they explain why warming up is important?</p> <p>Can they explain why keeping fit is good for their health?</p> <p>Can they understand how to carry out a warm up helpful for a specific game?</p> <p>Can they understand that strength and suppleness can be improved?</p> <p>Can they lead a partner through a short warm up?</p> <p>Can they relate different activities to different heart rates and body temperatures?</p>	<p>Can they explain some important safety principles when preparing for exercise?</p> <p>Can they explain what effect exercise has on their body?</p> <p>Can they explain why exercise is important?</p> <p>Can they warm up appropriate to a specific game?</p> <p>Can they understand the need for warming up and cooling down and be able to lead them?</p> <p>Can they organise their own warm up and cool down?</p>	<p>Can they explain how the body reacts to different kinds of exercise?</p> <p>Can they choose appropriate warm ups and cool downs?</p> <p>Can they explain why we need regular and safe exercise?</p> <p>Can they explain why exercise is good for well-being?</p> <p>Can they warm up and cool down independently?</p> <p>Can they understand how physical activity keeps them healthy?</p>

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