

Steeple Claydon School Progression Criteria – (PE)

Substantive and Disciplinary Knowledge	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Athletics	<p>Show increasing control over objects in pushing, patting, throwing, catching or kicking it.</p> <p>Negotiate space successfully when playing racing and chasing games with other children, adjusting speed and direction to avoid obstacles.</p>	<p>I can run at different speeds</p> <p>I can jump from a standing position</p> <p>I can throw an object with one hand</p>	<p>I can change speed & direction whilst running</p> <p>I can jump accurately from a standing position</p> <p>I can throw a variety of objects with one hand</p>	<p>I am beginning to run at a speed appropriate to the distance I am running</p> <p>I can take a running jump</p> <p>I can demonstrate a small range of throwing actions using a variety of objects</p>	<p>I can run at a speed appropriate to the distance I am running</p> <p>I can take a running jump</p> <p>I can demonstrate a range of throwing actions using a variety of objects</p>	<p>I can improve and sustain running technique at different speeds</p> <p>I can demonstrate accuracy & technique in a range of throwing & jumping actions</p>	<p>I can demonstrate good control, strength, speed & stamina in a variety of athletic events</p> <p>I understand how to apply athletic skills & tactics to the competitive situation</p>
Dance	<p>Experiment with different ways of moving.</p>	<p>I can copy & explore basic body patterns & movements</p> <p>I can remember simple dance steps & perform in a controlled manner</p>	<p>I can perform with control & co-ordination</p> <p>I can respond imaginatively to a variety of stimuli</p> <p>I can vary dynamics, levels, speed & direction</p>	<p>I am beginning to improvise freely on my own & with a partner</p> <p>I can translate ideas from a variety of stimuli into some movement.</p>	<p>I can improvise freely on my own & with a partner</p> <p>I can translate ideas from a variety of stimuli into movement.</p> <p>I can compare, develop & adapt</p>	<p>I can demonstrate precision, control & fluency in response to stimuli</p> <p>I can vary dynamics & develop actions with a partner or</p>	<p>I can perform & create motifs in a variety of dance styles with accuracy & consistency</p> <p>I can select & use a wide range of compositional</p>

		I can choose actions & link them with sounds & music		I can compare, develop & adapt movement & motifs to create dances	movement & motifs to create longer dances	as part of a group I continually demonstrate rhythm & spatial awareness	skills to demonstrate ideas
Gymnastics	Jump off an object and land appropriately. Travel with confidence and skill around under over and through balancing and climbing equipment.	I can copy & explore basic actions with some control & co-ordination I have begun to choose & link basic actions, and I can recognise & use space appropriately	I can copy, remember, explore & repeat simple actions varying speed & levels I am beginning to select simple actions to construct basic sequences	I can copy, remember, explore & repeat simple actions, and link some ideas with growing control & co-ordination I can apply some compositional ideas to sequences alone & with others	I can copy, remember, explore & repeat simple actions, and link & vary ideas with control & co-ordination I can apply compositional ideas to sequences alone & with others	I can link ideas, skills & techniques with control, precision & fluency when performing basic skills I show understanding of composition by performing more complex sequences	I can perform & create movement sequences with some complex skills & displaying accuracy & consistency I can select & use a wide range of compositional skills in complex sequences alone & in groups. I show an ability to innovate
Invasion Games	Show control over a object, pushing, throwing, catching, kicking.	I can stop a ball with basic control I can send a ball in the direction of another person I can take part in sending and receiving	I can stop / catch a ball with control I can pass a ball to someone else I can take part in opposed conditioned games	I am beginning to influence opposed conditioned game I can often control and catch a ball with movement I can sometimes accurately pass to someone else I can move with a ball (unihoc / football)	I am beginning to influence opposed conditioned game I can control and catch a ball with movement I can accurately pass to someone else I can move with a ball (unihoc / football)	I can control and catch a ball & accurately pass whilst moving I can take part in a conditioned game with understanding of tactics & rules I can move with a ball in opposed situations (unihoc / football)	I can control movement with a ball in opposed situation whilst moving I can combine accurate passing skills / techniques in a game
Evaluating	Understand the need for safety when tackling new challenges, and consider and manage	I can watch, describe & discuss my own work & that of my peers	I can discuss my own & others performance with simple vocabulary I am beginning to identify the	I can describe my own & others work noting some similarities & differences. I am beginning to make suggestions for	I can describe my own & others work noting similarities & differences. I can make suggestions for	I can identify & explain good performance I can modify, refine and improve my performance &	I can analyse skills & can suggest ways to improve quality of performance showing sound knowledge &

	risk.		difference between my performance & that of others	improvements. I can use basic vocabulary to compare & improve my work	improvements. I can use dance/gym vocabulary to compare & improve my work	that of others as a result of observation & basic understanding of the structure of the body	understanding I can advise and help others in their techniques
Understanding healthy lifestyles	Shows some understanding that good practises with regard to exercise, eating, sleeping and hygiene contribute to good health.	I can recognise changes in the body during exercise I can talk about exercising, safety & short term effects of exercise I can safely perform teacher led warm-up & I am aware of others	I can recognise a change in temperature & heart rate during exercise. I understand the need for warm up & cool down I understand about exercising, safety & short term effects of exercise	I recognise a change in heart rate, temperature and breathing rate I understand working safely, I recognise changes in my body and give some reasons why PE is good for health I can talk about reasons for warming up	I recognise a change in heart rate, temperature and breathing rate I understand working safely, I recognise changes in my body and give reasons why PE is good for health I can talk about reasons for warming up	I can describe the changes in my body when running, jumping & throwing I can demonstrate specific aspects of warm-up & describe effects of exercise on the body I understand / use principles of warm up & why exercise is good for health	I understand & can explain the short & long term effects of exercise, and I understand the need for specific warm up & cool down I can lead my own warm up & demonstrate all round safe practice
Vocabulary	Throw Catch Bounce Run Skip Hop Jump Tap	Aim Toss Warm-up Cool- down Space Rhythm Beat	Over arm Under arm Pivot Contemporary Ballet Muscles Stretch Basketball Hoop Dodgeball Rugbyball Tackle	Court Challenge Demonstrate Performance Improvement Recover Injury Position Mark Defending	Tactics Balance Yoga Pilates Form Posture Dribble Cardio nutrition	Triceps Biceps Quads Calves Acrobatic Agility Endurance Participate safety	Quadriceps muscular strength muscular endurance manipulative skills blind spots quality opposition personal space general space travel