

Understand the world through skills & knowledge

Understand your impact & significance within the world you live

Importance of collaboration

Events from the past impact on our lives



Subject Leader Progression Document PE

Embed RWM across all subjects

Thrive & flourish in a global society

Relate current learning with past learning

Know & remember more

Build resilient, confident & independent learners

	Seuss EYFS	Murphy Y1	Donaldson Y2	Dahl Y3	Dahl Rauf Y4	Rauf Y5	Shakespeare Y6
Skill Acquiring and developing skills		Can they copy actions? Can they repeat actions and skills? Can they move with control and care?	Can they copy and remember actions? Can they repeat and explore actions with control and coordination?	Can they select and use the most appropriate skills, actions or ideas? Can they move and use actions with co-ordination and control?	Can they select and use the most appropriate skills, actions or ideas? Can they move and use actions with co-ordination and control? Can they make up their own small-sided game?	Can they link skills, techniques and ideas and apply them accurately and appropriately? Do they show good control in their movements?	Do they apply their skills, techniques and ideas consistently? Do they show precision, control and fluency?

	Seuss EYFS	Murphy Y1	Donaldson Y2	Dahl Y3	Dahl Rauf Y4	Rauf Y5	Shakespeare Y6
Skill Athletics				Can they run at fast, medium and slow speeds, changing speed and direction? Can they link running and jumping activities with some fluency,	Can they run over a long distance? Can they spring over a short distance? Can they throw in different ways?	Are they controlled when taking off and landing in a jump? Can they throw with accuracy? Can they combine running and jumping?	Can they demonstrate stamina? Can they use their skills in different situations?



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				<p>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 hit a target?</p> <p>Can they jump in different ways?</p>	<p>Can they follow specific rules?</p>	
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Skill 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 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 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 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 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 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>

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Skill Games		Can they throw underarm? Can they roll a piece of equipment? Can they hit a ball with a bat? Can they move and stop safely? Can they catch with both hands? Can they throw in different ways? Can they kick in different ways?	Can they dance imaginatively? Can they change rhythm, speed, level and direction? Can they dance with control and co-ordination? Can they make a sequence by linking sections together? Can they link some movements to show a mood or feeling?	Can they throw and catch with control when under limited pressure? Are they aware of space and use it to support team-mates and cause problems for the opposition? Do they know and use rules fairly to keep games going? Can they keep possession with some success when using equipment that is not used for throwing and catching skills?	Can they catch with one hand? Can they throw and catch accurately? Can they hit a ball accurately and with control? Can they keep possession of the ball? Can they move to find a space when they are not in possession during a game? Can they vary tactics and adapt skills according	Can they gain possession by working as a team? Can they pass in different ways? Can they use forehand and backhand with a racquet? Can they field? Can they choose the best tactics for attacking and defending? Can they use a number of techniques to	Can they explain complicated rules? Can they make a team plan and communicate it to others? Can they lead others in a game situation?



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					to what is happening?	pass, dribble and shoot?	
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Skill Gymnastics		Can they make their body tense, relaxed, curled and stretched? Can they control their body when travelling? Can they control their body when balancing? Can they copy sequences and repeat them?	Can they plan and show a sequence of movements? Can they use contrast in their sequences? Are their movements controlled? Can they think of more than one way to create a sequence which	Can they use a greater number of their own ideas for movement in response to a task? Can they adapt sequences to suit different types of apparatus and their partner's ability? Can they explain how strength and	Can they work in a controlled way? Can they include change of speed? Can they include change of direction? Can they include range of shapes? Can they follow a set of 'rules' to produce a sequence?	Can they make complex or extended sequences? Can they combine action, balance and shape? Can they perform consistently to different audiences? Are their movements accurate	Do they combine their own work with that of others? Can they link their sequences to specific timings?



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		<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 curl in different ways?</p>	<p>follows a set of 'rules'?</p> <p>Can they work on their own and with a partner to create a sequence?</p>	<p>suppleness affect performances?</p> <p>Can they compare and contrast gymnastic sequences, commenting on similarities and differences?</p>	<p>Can they work with a partner to create, repeat and improve a sequence with at least three phases?</p>	<p>te, clear and consistent?</p>	
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Skill Health and Fitness		Can they describe how their body feels before, during and after an activity?	Can they show how to exercise safely? Can they describe how their body feels during different activities? Can they explain what their body needs to keep healthy?	Can they explain why it is important to warm-up and cool-down? Can they identify some muscle groups used in gymnastic activities?	Can they explain why warming up is important? Can they explain why keeping fit is good for their health?	Can they explain some important safety principles when preparing for exercise? Can they explain what effect exercise has on their body? Can they explain why exercise is important?	Can they develop imaginative dances in a specific style? Can they choose their own music, style and dance?
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	Seuss EYFS	Murphy Y1	Donaldson Y2	Dahl Y3	Dahl Rauf Y4	Rauf Y5	Shakespeare Y6
Skill OAA				Can they follow a map in a familiar context?	Can they follow a map in a more demanding familiar context?	Can they follow a map in an unknown location?	Can they plan a route and series of clues for someone else?



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				<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 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 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 plan with others taking account of safety and danger?</p>
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EYFS

PSED	PD
<p>Know and talk about the different factors that support their overall health and wellbeing: Regular physical activity</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing Provide regular access to floor space indoors for movement Model precise vocabulary to describe movement and directionality and encourage children to use it. Progress towards a more fluent style of moving with developing control and grace. Provide children with regular opportunities to practise their movement skills alone and with others. Challenge children with further physical challenges when they are ready, such as climbing higher, running faster and jumping further. Conclude movements in balance and stillness. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines. Combine different movements with ease and fluency Create obstacle courses that demand a range of movements. Provide opportunities to move that require quick changes of speed and direction. Further develop and refine a range of ball skills, including throwing, catching, kicking, passing and aiming. Negotiate space and obstacles safely with consideration of themselves and others. Demonstrate strength, balance and coordination when playing.</p>



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Move energetically, such as running, jumping, dancing, hopping, skipping and climbing