

#### Physical Education Progress of Skills - Landulph Primary

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	Year 1	Year 2	Year 3	Year 4	Year 5	Yea
Dance	Copies and	Copies and	Beginning to	Confidently	Beginning to	Exaggerate dance
	explores basic	explores basic	improvise	improvises with a	exaggerate dance	movements and
	movements and	movements with	independently to	partner or on their	movements and	motifs (using
	body patterns	clear control.	create a simple	own.	motifs (using	expression when
			dance.		expression when	moving)
	Remembers simple	Varies levels and		Beginning to create	moving)	
	movements and	speed in sequence	Beginning to	longer dance		Performs with
	dance steps		improvise with a	sequences in a	Demonstrates	confidence, using a
		Can vary the size of	partner to create a	larger group.	strong movements	range of movement
	Links movements	their body shapes	simple dance.		throughout a dance	patterns.
	to sounds and			Demonstrating	sequence.	
	music.	Add a change of	Translates ideas	precision and some		Demonstrates a
		direction to a	from stimuli into a	control in response	Combines	strong imagination
	Responds to a	sequence	movement with	to stimuli.	flexibility,	when creating own
	range of stimuli		support.		techniques and	dance sequences
		Uses space well		Beginning to vary	movements to	and motifs.
		and negotiates	Beginning to	dynamics and	create a fluent	
		space clearly.	compare and adapt	develop actions	sequence. Moves	Demonstrates
			movements and	and motifs.	appropriately and	strong movements
		Can describe a	motifs to create a		with the required	throughout a dance
		short dance using	larger sequence.	Demonstrates	style in relation to	sequence.
		appropriate		rhythm and spatial	the stimulus. e.g	
		vocabulary.	Uses simple dance	awareness.	using various	Combines
			vocabulary to		levels, ways of	flexibility,
		Responds	compare and	Modifies parts of a	travelling and	techniques and
		imaginatively to	improve work.	sequence as a	motifs.	movements to
		stimuli		result of self-		create a fluent
				evaluation.		sequence.



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Gym Copies and explores basic movements with some control and fuence, still dependently and with dregendently and movements. Is able to the still some control and fuence, still dependently and the sequences with some control and to the still control, the skills with some control and coordination. Moves a change of pace and timing in their skills Works with the required to to the maximum potential. Works with the required to to their maximum potential. Works with the required to to their maximum potential. Works with the required to to their maximum potential. Works with the required to to their maximum potential. Works with the required to to their maximum potential. Works with the required to to their maximum potential. Works with the required to to the still demonstrating fluence, still demonstrating to compare and timing in their movements. Beginning to show a change of pace and timing in their movements.   Gym Copies and explores basic coordination. Explores and creates different pot the some control and coordination. Applies Links skills with some control and patterns. Select and combine the skills with some control and time patters. Plan and perform with patterns.   Gories and explores basic coordination. Copies equipment in cordination a time patterns. Uses equipment in cordination and timers. Copies, explores and timeres and timeres and timeres and timeres of and remembers and theres to and remembers and timeres to showing watcons including waiten or including waiten orease and tincluding waiten orease and theres to showin							
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SympCompare and improve work.movements. Uses the space provided style in relation to to their maximum potential.with the required style in relation to to their maximum potential.Improvises with confidence, still demonstrating fluency across their sequence as a consistent with some control and coordination.sequences to movementswith the required style in relation to style in relation to sequence as a to move to the a change of pace and timing in their to move to the sequence as a to move to the to compare and improvises with to compare and improvises with sequence as a to move to the to move to the to compare and improvises with to compare and indeendently and with others to a darie to move mont sequence as a to compare and improvises with to compare and improvises with to compare and improvises to compare and improvisesPlan and perform movement sequence a to movementGymCopies and cordination uffierent bo					•		
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some control and coordination.patterns.independently and with others to create a sequence.coordinationideas.fluency, a movementCan perform different body shapes Performs ata variety of ways to create a sequencecreate a sequence Copies, explores and remembers aCoordinationideas.fluency, a movementNotes equipment in different body shapes Performs ata variety of ways to create a sequenceCopies, explores and remembers aComposition by performingand appropriately, consistentlyactions including variations in speed,		explores basic	creates different	compositional	control,	their skills,	with precision,
coordination.with others to uses equipment in a variety of ways to different body shapes Performs atwith others to uses equipment in a variety of ways to create a sequence.and fluency.Apply combined skills accurately and appropriately, by performingmovement sequence showing a wide range of actions including variations in speed,		movements with	pathways and	ideas	technique,	techniques and	control and
Let be a sequenceUses equipment in a variety of ways to different bodyCreate a sequenceCreate a sequenceApply combined skills accuratelysequence showing a wide range of actions including by performingNote: the sequenceCopies, explores and remembers aComposition by performingApply combined skills accurately and appropriately, variations in speed,		some control and	patterns.	independently and	coordination	ideas.	fluency, a
Can perform different body shapes Performs ata variety of ways to create a sequenceUnderstands copies, explores and remembers askills accurately and appropriately, by performinga wide range of actions including variations in speed,		coordination.		with others to	and fluency.		movement
different body shapes Performs atcreate a sequenceCopies, explores and remembers acomposition by performingand appropriately, consistentlyactions including variations in speed,			Uses equipment in	create a sequence.		Apply combined	sequence showing
shapes Performs at and remembers a by performing consistently variations in speed,		Can perform	a variety of ways to		Understands	skills accurately	a wide range of
		different body	create a sequence	Copies, explores	composition	and appropriately,	actions including
different levels variety of more showing precision,		shapes Performs at		and remembers a	by performing	consistently	variations in speed,
		different levels		variety of	more	showing precision,	



	Link movements	movements and	complex	control and	levels and
Can perform 2	together to create	uses these to	sequences.	fluency.	directions.
footed jump Can	a sequence	create their own			
use equipment		sequence.	Beginning to use	Draw on what they	Performs difficult
safely Balances			gym	know about	actions, with an
with some control		Describes their own	vocabulary to	strategy, tactics	emphasis on
		work using simple	describe	and composition	extension, clear
Can link 2-3 simple		gym vocabulary.	how to improve	when performing	body shape and
movements.			and refine	and evaluating.	changes in
		Beginning to notice	performances.		direction.
		similarities and		Analyse and	
		differences	Develops strength,	comment on skills	Adapts sequences
		between	technique and	and techniques and	to include a partner
		sequences.	flexibility	how these are	or a small group.
			throughout	applied in their	
		Uses turns whilst	performances.	own and others'	Gradually increases
		travelling in a		work.	the length of
		variety of ways.	Creates sequences		sequence work
			using	Uses more complex	with a partner to
		Beginning to show	various body	gym vocabulary to	make up a short
		flexibility in	shapes and	describe how to	sequence using the
		movements	equipment.	improve and refine	floor, mats and
				performances.	apparatus, showing
		Beginning to	Combines		consistency,
		develop good	equipment with	Develops strength,	fluency and clarity
		technique when	movement to	technique and	of movement.
		travelling,	create	flexibility	
		balancing, using	sequences.	throughout	Draw on what they
		equipment etc		performances.	know about
					strategy, tactics
				Links skills with	and composition
				control, technique,	when performing
					and evaluating.

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					coordination and	
					fluency.	Analyse and
						comment on
					Understands	skills and
					composition by	techniques and
					performing more	how these are
					complex	applied in
					sequences.	their own and
						others' work.
						Uses more complex
						gym vocabulary to
						describe how to
						improve and refine
						performances.
						Develops strength,
						technique and
						flexibility
						throughout
						performances.
Games	Can travel in a	Confident to send	Understands tactics	Vary skills, actions	Vary skills, actions	Vary skills, actions
	variety of	the ball to others in	and composition by	and ideas and link	and ideas and link	and ideas and link
	ways including	a range of ways.	starting to vary	these in ways that	these in ways that	these in ways that
	running		how they respond.	suit the activity of	suit the activity of	suit the activity of
	and jumping.	Beginning to apply		the game.	the game.	the game.
		and combine a	Vary skills, actions			
	Beginning to	variety of skills (to	and ideas and link	Shows confidence	Shows confidence	Shows confidence
	perform a	a game situation)	these in ways that	in using ball skills in	in using ball skills in	in using ball skills in
	range of throws.		suit the activity of	various ways, and	various ways, and	various ways, and
		Develop strong	the game.	can link these	can link these	can link these
		spatial awareness.		together. e.g.	together.	together



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Rece	eives a ball with		Beginning to	dribbling,		effectively. e.g.
basic	c control	Beginning to	communicate with	bouncing, kicking	Uses skills with	dribbling,
		develop own	others during game		coordination,	bouncing, kicking
Begir	nning to	games with peers.	situations.	Uses skills with	control and	
deve	lop hand-eye	Understand the		coordination,	fluency.	Keeps possession
coor	dination	importance of rules	Uses skills with	control and		of balls during
		in games.	coordination and	fluency.	Takes part in	games situations.
Parti	cipates in		control.		competitive games	
simp	ole games	Develop simple		Takes part in	with a strong	Consistently uses
		tactics and use	Develops own rules	competitive games	understanding of	skills with
		them	for new games.	with a strong	tactics and	coordination,
		appropriately.		understanding of	composition.	control and
			Makes imaginative	tactics and		fluency.
		Beginning to	pathways using the	composition.	Can create their	
		develop an	equipment.		own games using	Takes part in
		understanding of		Can create their	knowledge and	competitive games
		attacking/	Works well in a	own games using	skills.	with a strong
		defending	group to develop	knowledge and		understanding of
			various games.	skills.	Can make	tactics and
					suggestions as to	composition.
			Beginning to	Works well in a	what resources can	
			understand how to	group to develop	be used to	Can create their
			compete with each	various games.	differentiate a	own games using
			other in a	Compares and	game.	knowledge and
			controlled manner.	comments on skills		skills.
				to support the	Apply basic skills	
			Beginning to select	creation of new	for attacking and	Modifies
			resources	games.	defending.	competitive games.
			independently			Compares and
				Can make	Uses running,	comments on skills
				suggestions as to	jumping, throwing	to support the
				what resources can	and catching in	creation of new
				be used to		games.



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				differentiate a	isolation and	
				game.	combination.	Can make
						suggestions as to
				Apply basic skills		what resources can
				for attacking and		be used to
				defending.		differentiate a
						game.
				Uses running,		
				jumping, throwing		Apply knowledge of
				and catching in		skills for attacking
				isolation and		and defending.
				combination.		
						Uses running,
						jumping, throwing
						and catching in
						isolation and in
						combination.
Athletics	Can run at different	Can change speed	Beginning to run at	Beginning to build a	Beginning to build a	Beginning to build a
	speeds.	and direction whilst	speeds appropriate	variety of running	variety of running	variety of running
		running.	for the distance.	techniques and use	techniques and use	techniques and use
	Can jump from a	- · · ·	e.g. sprinting and	with confidence.	with confidence.	with confidence.
	standing position	Can jump from a	cross country			
		standing position		Can perform a	Can perform a	Can perform a
	Performs a variety	with accuracy.	Can perform a	running jump with	running jump with	running jump with
	of throws with		running jump with	more than one	more than one	more than one
	basic control.	Performs a variety	some accuracy	component. e.g.	component. e.g.	component. e.g.
		of throws with	Performs a variety	hop skip jump	hop skip jump	hop skip jump
		control and	of throws using a	(triple jump)	(triple jump)	(triple jump)
		coordination.	selection of	Domonstratos	Designing to record	Deginning to record
		preparation for	equipment.	Demonstrates	Beginning to record	Beginning to record
		shot put and javelin		accuracy in	peers	peers

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		Can use equipment	Can use equipment	throwing and	performances, and	performances, and
		safely	safely and with	catching activities.	evaluate these.	evaluate these.
			good control.			
				Describes good	Demonstrates	Demonstrates
				athletic	accuracy and	accuracy and
				performance using	confidence in	confidence in
				correct vocabulary.	throwing and	throwing and
					catching activities.	catching activities.
				Can use equipment		
				safely and with	Describes good	Describes good
				good control.	athletic	athletic
					performance using	performance using
					correct vocabulary.	correct vocabulary.
					Can use equipment	Can use equipment
					safely and with	safely and with
					good control.	good control.
Outdoor Learning	Use the outdoor	Use the outdoor	Develops listening	Develops strong	Develops strong	Develops strong
	area to explore and	area to explore and	skills. Creates	listening skills. Uses	listening skills.	listening skills. Uses
	investigate.	investigate.	simple body shapes	simple maps.	insterning skins.	and interprets
	investigate.	investigate.	simple body shapes	Simple maps.	Uses and interprets	simple maps.
	To use different	To use different	Listens to	Beginning to think	simple maps.	simple maps.
	resources to help	resources to help	instructions from a	activities through	simple maps.	Think activities
	develop creativity	develop creativity	partner/ adult	and problem solve.	Think activities	through and
			[·····/ ·····		through and	problem solve
	Group and share	Group and share	Beginning to think	Choose and apply	problem solve	using general
	ideas with others.	ideas with others.	activities through	strategies to solve	using general	knowledge.
			and problem solve.	problems with	knowledge.	Ŭ
	Understanding	Understanding		support.		Choose and apply
	safety of the	safety of the	Discuss and work		Choose and apply	strategies to solve
	outdoors	outdoors	with others in a		strategies to solve	problems with
1	1		group.			support.



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				Discuss and work	problems with	
			Demonstrates an	with others in a	support.	Discuss and work
			understanding of	group.		with others in a
			how to stay safe.		Discuss and work	group.
				Demonstrates an	with others in a	
				understanding of	group.	Demonstrates an
				how to stay safe.		understanding of
					Demonstrates an	how to stay safe
					understanding of	
					how to stay safe.	
Swimming			Swims	Swims	Swims	
			competently,	competently,	competently,	
			confidently and	confidently and	confidently and	
			proficiently over a	proficiently over a	proficiently over a	
			distance of at least	distance of at least	distance of at least	
			25 metres	25 metres	25 metres	
			Uses a range of	Uses a range of	Uses a range of	
			strokes effectively	strokes effectively	strokes effectively	
			e.g. front crawl,	e.g. front crawl,	e.g. front crawl,	
			backstroke and	backstroke and	backstroke and	
			breaststroke.	breaststroke.	breaststroke.	
			Performs safe self-	Performs safe self-	Performs safe self-	
			rescue in different	rescue in different	rescue in different	
			water-based	water-based	water-based	
			situations.	situations.	situations.	
Evaluation	Can comment on ow	l n and others	Watches and describ	l Des performances	Watches and describ	l bes performances
	performance Can giv to improve performa	performance Can give comments on how		•	accurately.	
			Beginning to think al	bout how they can	Learn from others he	ow they can improve
			improve their own work.		their skills.	

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	Use appropriate vocabulary when giving feedback.	Work with a partner or small group to improve their skills. Make suggestions on how to improve their work, commenting on similarities and differences.	Comment on tactics and techniques to help improve performances. Make suggestions on how to improve their work, commenting on similarities and differences.
Healthy Lifestyle	Can describe the effect exercise has on the body	Can describe the effect exercise has on the body	Can describe the effect exercise has on the body
	Can explain the importance of exercise and a healthy lifestyle.	Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and	Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and
		cool down.	cool down.