

# Lewannick Primary PE Progression



I can revise and refine the fundamental movement skills I have already acquired like rolling, crawling, walking, jumping, running, hopping skipping and climbing.



I can progress towards a more fluent style of moving, with developing control and grace.



I can develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.



I can use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.



I can combine different movements with ease and fluency through creating obstacle courses that demand a range of movements to complete, such as crawling through a tunnel, climbing onto a chair, jumping into a hoop and running and lying on a cushion.



I can confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.



I can develop overall body-strength, balance, co-ordination and agility



I can develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.



I can further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.



I can know and talk about the different factors that support my overall health and wellbeing like, regular physical activity, healthy eating, having a good sleep routine.



Year 1

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I can show basic control and coordination when travelling.

I can copy simple movements and actions.

I can change movements to avoid others and obstacles.

I can link and repeat simple actions, including in gymnastics.



Ball games



Gymnastics



Dance



Striking and fielding



Athletics



Outdoor Education

I know how to start and finish a movement or action.



I can start to identify some of the changes that take place to us when we exercise.

In dance, I can remember, repeat and link simple movements and phrases.



In dance, I can explore basic movements and actions.



In dance, I can begin to move with expression.



In dance, I can begin to select movements that reflect the dance idea.



I can practice underarm and rolling skills,



I can play simple games with a partner or opponent.



I can practice simple collecting and receiving skills.



I can describe basic rules and the way to score.



Year 2

I can show control and co-ordination when travelling and remaining still.



I can find and use space safely showing awareness of others.



I can describe how we feel during and after exercise.



I know how to start and finish movement phases.



I can select, link and perform simple actions.



I can remember and repeat simple actions and movements with control.



I can perform a series of simple movements and



I can show an increasing sense of dynamic expression and rhythmic



I can select appropriate movements to support different dance ideas.



I can remember and repeat short dance phrases and simple dances.



I can use basic underarm, rolling and hitting skills.



Year 3



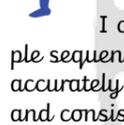
I can intercept, retrieve and stop bean bags and large balls with some consistency.



I can use all available space using different pathways and changes in direction.



I can repeat simple sequences accurately and consistently.



I can travel in a range of different ways using feet, hands and feet and without feet.



I can describe what other people and myself need to do in a



I can throw, hit and kick a ball in a range of ways depending on the needs of the game.



I can describe own and others movements, balances and body shapes, using appropriate vocabulary.



I can select, link and perform with control a variety of actions.



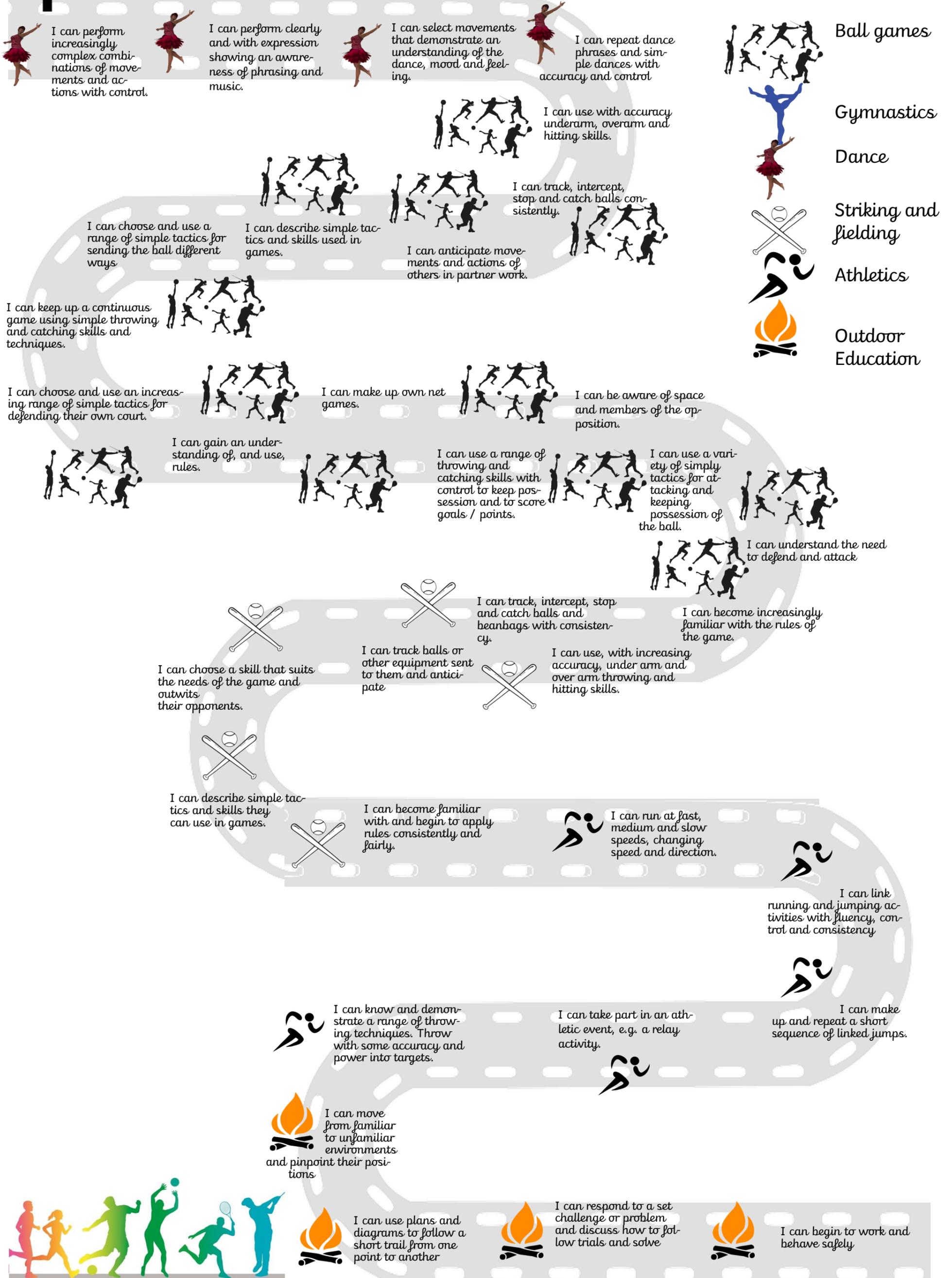
I can perform longer phrases containing a clear beginning, middle and end.



I can identify when the heart rate and breathing quickens.



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**Dance**

- I can explore, improvise and combine movements and ideas effectively.
- I can perform with an awareness of rhythmic, dynamic and expressive qualities.
- I can improvise freely alone/with a partner, translating ideas from stimuli and movement.
- I can create and link simple dance phrases using dance structures and motifs.

**Ball games**

- I can use a wide range of throwing, catching and hitting skills on both sides of the body.
- I can change the pace, length and direction of throws and shots to outwit opponents.
- I can make up my own net games and their rules.
- I can use and interpret rules fairly.
- I can know where to stand and how to defend their court.
- I can use different techniques for passing, controlling, dribbling and shooting the ball in games.
- I can mark opponents and support players in defence.
- I can use a range of tactics to attack and defend.
- I can identify tactics to help the team to keep the ball and take it towards the opposition's end.
- I can use and interpret the rules of the game.
- I can use a range of fielding skills e.g. catching, throwing, bowling and intercepting, with control and consistency.
- I can hit a bowled ball with intent and force. Bat, bowl and field with control.
- I can understand and implement a range of tactics in a range of games.
- I can identify my own strengths and suggest practices to help improve me.
- I can identify and describe features of successful game play.
- I can understand and demonstrate the difference between sprinting and running for sustained periods.
- I can increase the fluency and control of running and / or jumping activities.
- I can perform a range of jumps showing consistent technique and where appropriate using a short run up.
- I can travel around a simple course; respond when the task or environment changes.
- I can throw objects, changing their action for accuracy and distance including the throwing of objects at targets.
- I can effectively assume the role of a team member taking part in an athletic event, e.g. in a relay team.
- I can use more detailed plans and diagrams to pinpoint their position and plot a route.
- I can solve problems by using and applying a range of approaches.
- I can explain reasons for choosing the approach used to solve a problem, recognising other possible approaches.
- I can work and behave safely, when working on own and in small groups.

**Gymnastics**

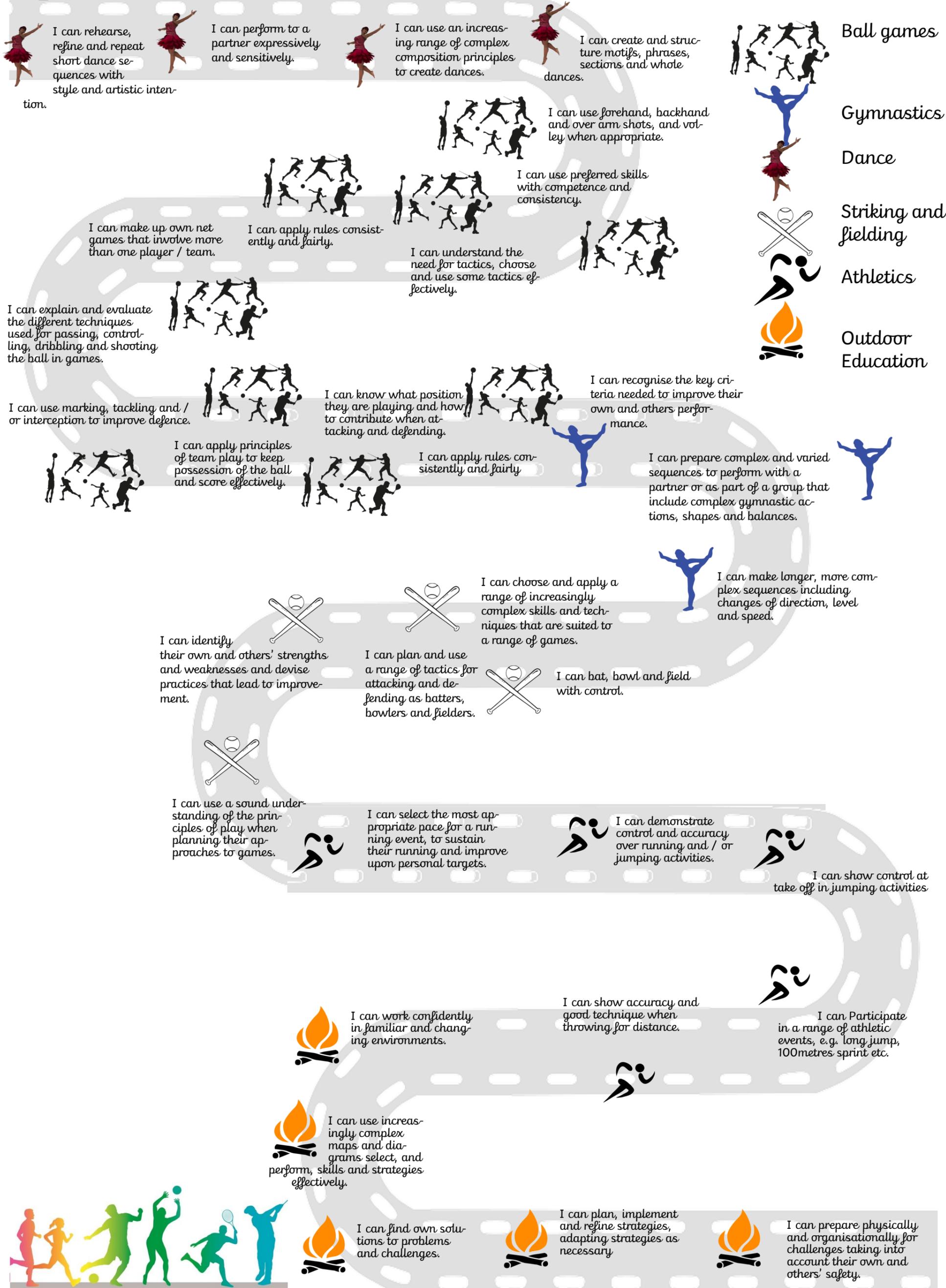
**Dance**

**Striking and fielding**

**Athletics**

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