

PE Progression framework

Statement		PE Attainment Targets (AT)			Assessment Not yet Nearly there Got it!	Points					
		Skills (AT1)	Understanding (AT2)	Resilience (AT3)							
Working Towards	With support I can with more success	(AT1.1) With support, pupils are starting to work in pairs and in small groups <u>cooperatively</u> • They take turns with a partner or in a small group but may need support from symbols or prompts from adults • They show appreciation of the effort of others • Shares equipment • Takes turns	(AT2.1) With support, I can identify the <u>temperature</u> of my body during physical activity (AT2.2) With support, I can watch another performer and make <u>simple comments</u> about their performance	(AT3.1) With support, I am starting to <u>take part in</u> all PE activities (AT3.2) With support, I am showing more <u>effort</u> in PE	Not yet	PE					
					Nearly there		PE				
					Nearly there			PD			
					Nearly there				PD		
					Nearly there					PS	
					Nearly there						PS
					Got it!						
Stepping Stones	With support, I can competently	(AT1.2) With support, I can work as <u>part of a team</u> or small group <u>successfully</u> • They show appreciation of the effort of others • Shares equipment • Takes turns • Assists in putting away/out small equipment • Assists in putting away/out small equipment	(AT2.3) With support, I can describe how my <u>body feels</u> during an activity • Recognises changes to the body when active • Shows awareness of own breathing and heartbeat after exercise (AT2.4) With support, I can <u>describe my own performance</u> using simple words	(AT3.3) With support, I can <u>try my best</u> in PE and I am improving some aspects of my <u>fitness</u> (AT3.4) With support. I have become increasingly <u>confident</u> in PE	Not yet	WTE					
					Nearly there		WTE				
					Nearly there			WTD			
					Nearly there				WTD		
					Nearly there					WTD	
					Nearly there						WTD
					Got it!						

OL S 1 & 2	I am starting to	<p>(AT1.3) Master basic fundamental movement skills including running, jumping, throwing and catching</p> <ul style="list-style-type: none"> • They respond to simple commands [for example, 'stop' and 'go', or 'pushing / kicking / chasing a ball'] • They recognise familiar pieces of equipment [for example, a ball , hoop or mat] • They show awareness of cause and effect [for example, knocking down skittles] 	(AT2.5) I am starting to 2 ^{of the} <small>activity during performance</small>	(AT2.5) I am starting to develop my fitness in the activity <small>develop flexibility, strength, control and balance</small>		1E					
						1D					
						1S					
						2E					
						2D					
						2S					
					OL S 3 & 4	I am developing	<p>(AT1.4) I am starting to show the correct technique in <u>basic skills</u> during skills practices</p> <ul style="list-style-type: none"> • They start to travel with the ball in invasion games but this lacks control • They pass the ball to a partner but this lacks accuracy • Aims the ball at a goal but this lacks direction • They start to hold a balance in gymnastics <p>(AT1.5) Use Fundamental Movement Sequences (i.e. running, jumping, throwing and catching) in isolation and in combination</p> <ul style="list-style-type: none"> • They follow simple instructions (i.e. participating in relay races during a warm up, or stopping a ball that is rolling towards them by either kicking or picking it up) although they may need the support of symbols or other prompts from adults • They understand some basic concepts [for example, taking big and little steps in movement activities, placing big and small balls in different baskets or moving a ball alongside a simple course]. • They recognise and collect, on request, familiar pieces of equipment [for example, a mat to lie on or a hoop to jump into]. • They explore a variety of movements (such as walking on a line and creeping on toes) and show some awareness of space 	(AT2.6) I am starting to <u>identify</u> strengths and areas for improvement in my performance. : <small>Describes their own role in activities Discusses what went well/found difficult</small>	(AT3.6) I can show a <u>positive attitude</u> and <u>interest</u> towards physical activity		3E
											3D
											3S
											4E
	4D										
	4S										
	EE										

OL
S 5
& 6

(AT1.6) I can perform and link basic skills needed for the activity with more success

- They occasionally look up to find someone to pass to
- Attempts to keep possession of the ball
- Attempts to intercept the ball
- They can hold a simple balance in Gymnastics
- Takes off and lands with control
- They move to a ball that is passed to them
- They occasionally look up to find someone to pass to
- Attempts to keep possession of the ball
- Moves to attempt to regain possession of the ball
- Takes part in simple opposed games with some success
- Consistently performs these skills and techniques in isolation and sometimes as part of a whole performance or in conditioned competitive situations
- Maintains some accuracy, control and fluency of skills in isolation and during performance
- Successfully selects and uses appropriate skills on some occasions

(AT1.7) I can communicate effectively with others in PE

(AT2.7) I can set some targets for improvement and I can discuss what went well/ found difficult giving reasoning why

(AT2.8) I understand and can follow the rules and safety principles of the activity

- They explain how to use the equipment safely
- Know what to do in order to keep themselves safe
- They apply safety considerations when participating in an activity/using equipment
- Describes and plays within basic rules
- Follows the referees decisions
- I can give reasons why warming up before an activity is important

(AT3.7) I have improved my personal fitness and I am improving my ability to be physically active for sustained periods of time

develop flexibility, strength, technique, control and balance

(AT3.8) I can show confidence in physical activity

OL
S 7
& 8

I am achieving

(AT1.8) I can perform and link basic skills needed for the activity and show the correct technique competently

- They can perform a simple routine in Gymnastics using some basic compositional ideas (i.e. levels, dynamics and unison)
- Shows control whilst stopping/running/changing direction with the ball in a game
- Passes and receives a ball when running in a game successfully
- Demonstrates the ability to perform a range of basic skills and techniques in the activity

(AT1.9) I can demonstrate my understanding of tactics to overcome opponents in direct competition through team and individual games

- Works within a team to problem solve
- Demonstrates different ways they can communicate with their peers in invasion games
- Adapts their role within a team if the need arises
- Names and plays within different positions without questioning
- Can vary and develop their own dance routine
- Demonstrates basic attack and defensive ideas in a game
- Knows the main rules and tactics of a variety of games

(AT2.9) I can describe what makes an effective performance

(AT2.10) I can compare performances with previous ones and demonstrate improvement to achieve personal best

(AT3.9) I can show the required fitness to cope with the demands of the activity competently and be physically active for sustained periods of time

They can show flexibility and balance in gymnastics

(AT3.10) I can show determination to succeed and show fairness and respect at all times



5E
5D
5S
6E
6D
6S
7E
7D
7S
8E
8D
8S
9E

OL S 9	I can excel and succeed	<p>(AT1.10) I can excel and succeed in my performance, showing accuracy and control of an <u>increasing range of skills</u></p> <ul style="list-style-type: none"> Changes pace to maintain effective play Uses a range of passing effectively in a game Shoots from a range of positions with consistent accuracy Tackles successfully Picks up unmarked players Plays well in a variety of positions Consistently performs these skills and techniques in both isolation and as part of a whole performance or in conditioned competitive situations 	<p>(AT2.11) Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <ul style="list-style-type: none"> Describes each skills shown in a demonstration Suggests how they can replicate a skill/ technique with more accuracy or control 	<p>(AT3.11) I can show levels of <u>fitness</u> to help me excel and succeed in the activity.</p> <ul style="list-style-type: none"> Shows good speed, strength and stamina in a variety of athletics events Pace themselves over longer distances 	
		<p>(AT1.11) I am starting to develop my <u>leadership</u> skills by coaching small groups</p> <ul style="list-style-type: none"> Leads warm up activities Takes on a leadership role when appropriate Refines communication skills to adapt to the task 	<p>(AT2.12) I can describe how to lead a <u>healthy and active lifestyle</u></p> <ul style="list-style-type: none"> Describes how to avoid injury 	<p>(AT3.12) I can express and deal with <u>emotions</u> and demonstrate the <u>desire</u> to achieve success for myself and others</p> <ul style="list-style-type: none"> Recognises their own achievements and the achievements of others 	9D
					9S