



# Icklesham Church of England Primary School and Nursery



## Our Vision

We are a school built on Christian foundations where every individual is celebrated as unique. We aspire to be curious, compassionate, tolerant and active in a diverse world. We gather together to build a community that finds each person's gifts and nurtures them that their light may shine. We hold a vision of success for all.

*Let Your Light Shine before others that they may see your good deeds and glorify your Father in Heaven. Matthew 5:16*

## Our Values:

*Joy, Forgiveness, Justice, Service, Love, Excellence, Courage, Integrity, Perseverance.*

# PHYSICAL EDUCATION PROGRESSION PLANS

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	<b>Flight and Rocking and Rolling</b> <ul style="list-style-type: none"> <li>I can begin to take off and land on 1 or 2 feet by bouncing, jumping,</li> </ul>	<b>Pathways and turning, spinning and twisting</b> <ul style="list-style-type: none"> <li>I can understand and create different pathways</li> </ul>	<b>Symmetry/Asymmetry, pathways and travelling with a change of direction.</b> <ul style="list-style-type: none"> <li>I can move and</li> </ul>	<b>Balance and rolling</b> <ul style="list-style-type: none"> <li>I can identify and use different body parts to rotate, roll and balance on and move into and</li> </ul>	<b>Flight and spinning and turning</b> <ul style="list-style-type: none"> <li>I can demonstrate five basic jumps showing different</li> </ul>	<b>Matching, mirroring, contrasting - synchronising and canon - holes and barriers and</b>

	<p>hopping and skipping</p> <ul style="list-style-type: none"> <li>• I can begin to adapt work from the floor safely to apparatus</li> <li>• I can experiment with different rolling actions</li> <li>• I can begin to link a series of jumps and rolls together.</li> </ul>	<p>(straight, zigzag and curving) and move in different directions.</p> <ul style="list-style-type: none"> <li>• I can begin to turn, twist and spin on different body parts showing control and coordination</li> <li>• I can link together 3 different movements showing contrast in speed and height.</li> <li>• I can adapt work from the floor safely to apparatus</li> </ul>	<p>balance showing specific planned shapes and variations in speed and level using turning movements and jumps. • I can and transfer learned skills onto apparatus • I can select and construct sequences, which use variations in speed, height, direction and pathways.</p> <ul style="list-style-type: none"> <li>• With a partner, I can begin to analyse and say what I like about a sequence.</li> </ul>	<p>from balances with control and accuracy.</p> <ul style="list-style-type: none"> <li>• I can begin to identify which balances produce stable and unstable bases</li> <li>• I can use the floor and apparatus to create a sequence on balancing and rolling showing variation in shape, speed and levels</li> <li>• I can observe the work of others and make judgements against given criteria.</li> </ul>	<p>shapes and directions in the air.</p> <ul style="list-style-type: none"> <li>• Identify and use spinning, rotation and rolling around different axes. • I can sustain concentration and practise to adapt, refine and improve the precision and fluency of movement and skills.</li> <li>• I can transfer flight safely onto apparatus</li> <li>• I can design and create a sequence using variations in speed, height, direction and pathways</li> <li>• I can observe, analyse and evaluate using correct terminology.</li> </ul>	<p><b>counter balance and tension.</b></p> <ul style="list-style-type: none"> <li>• I can identify and demonstrate contrasting, matching, mirroring balances and movements, and identify counter balance and counter tension.</li> <li>• I can draw on past learning to travel over and under a moving partner.</li> <li>• I can travel rhythmically, develop timing and use synchronisation. • I can adapt and transfer sequences from the floor to apparatus.</li> <li>• I can work with others to construct, design, practise, evaluate and improve the composition of a sequence and</li> </ul>
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						evaluate its' effectiveness.
<b>Dance</b>	<ul style="list-style-type: none"> <li>• I can perform basic actions with increasing control</li> <li>• I can move in different directions and high and low</li> <li>• Travel rhythmically on feet, hopping and skipping.</li> <li>• I can begin to work with others to create a dance and begin to suggest ways to improve.</li> </ul>	<ul style="list-style-type: none"> <li>• I can create and perform simple movement patterns.</li> <li>• I can copy and perform simple movements and rhythmic patterns.</li> <li>• I can work with others to create a dance and change and vary my actions.</li> <li>• I can suggest ways to improve my performance,</li> <li>• I can understand that dance is active and changes will occur to my body</li> </ul>	<ul style="list-style-type: none"> <li>• I can perform basic dance actions with greater control and fluency</li> <li>• I can select and adapt appropriate movements for a dance idea.</li> <li>• I can create and structure a dance</li> <li>• I can evaluate my own and others performance</li> </ul>	<ul style="list-style-type: none"> <li>• I can use simple movement patterns to structure, remember and repeat dance phases.</li> <li>• I can link movements and sections together using appropriate transitional movement.</li> <li>• I can talk about how to develop and improve performance and begin to make changes to my own performance using select criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• I can respond to a range visual stimuli and accompaniment.</li> <li>• I can explore, improve and plan dances in a group.</li> <li>• I can use props as an integral part of dance.</li> <li>• I can link a series of more complex dance phases.</li> <li>• I can refine and compare my performances with that of others and use this to evaluate and improve my own performance.</li> </ul>	<ul style="list-style-type: none"> <li>• I can copy, refine and repeat dance phases and dances with a partner or in a group.</li> <li>• I can create a series of more complex ideas, using a range of movements.</li> <li>• I can recognise that dance is a good activity for health and well – being.</li> <li>• I can compare my performances with that of others and use this to evaluate and improve my own performance</li> </ul>
<b>Swimming</b>	<ul style="list-style-type: none"> <li>• I can show confidence when entering a pool</li> <li>• I can begin to experiment using different strokes to move across the water.</li> <li>• I can float in the water</li> </ul>	<ul style="list-style-type: none"> <li>• I can show confidence when entering water.</li> <li>• I can use different strokes to move across the water more efficiently</li> <li>I can float in the water.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use a variety of swimming strokes such as front crawl and back stroke more efficiently.</li> <li>• I can begin to develop an awareness of safety considerations</li> </ul>	<ul style="list-style-type: none"> <li>• I can use a variety of strokes competently.</li> <li>• I can develop an awareness of safety considerations around the pool.</li> </ul>	<ul style="list-style-type: none"> <li>• I can begin to swim competently up to a distance of 25 metres.</li> <li>• I can begin to use a range of strokes effectively</li> <li>• I can understand some ways to keep myself safe in the</li> </ul>	<ul style="list-style-type: none"> <li>• I can swim competently over a distance of 25 metres.</li> <li>• I can use a range of strokes effectively</li> <li>• I can perform safe self - rescue techniques in</li> </ul>

		<ul style="list-style-type: none"> <li>• I can begin to understand how to keep safe in the water.</li> </ul>	around the pool.		water	different water based situations.
<b>OAA</b>	<ul style="list-style-type: none"> <li>• I can communicate with my peers about what to do in a task.</li> <li>• I can solve simple problems.</li> <li>• I can begin to think about how my group can improve.</li> </ul>	<ul style="list-style-type: none"> <li>• I can solve simple problems with my peers.</li> <li>• I can solve simple problems.</li> <li>• I can think about how my group can improve to complete the task/problem more efficiently.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use clues and flags to complete a task.</li> <li>• I can begin to negotiate with my peers to develop the most effective plan.</li> <li>• I can take the lead and solve simple tasks in small groups.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use clues and flags to complete a task.</li> <li>• I can begin to negotiate with my peers to develop the most effective plan.</li> <li>• I can take the lead and solve simple tasks in small groups.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use multiple plans and maps for a task.</li> <li>• I can negotiate with my peers to develop the most effective plan</li> <li>• I can take the lead and solve more complex tasks in small groups increasing to larger groupings</li> </ul>	<ul style="list-style-type: none"> <li>• I can use multiple plans and maps for a task.</li> <li>• I can negotiate with my peers to develop the most effective plan</li> <li>• I can take the lead and solve more complex tasks in small groups increasing to larger groupings</li> </ul>
<b>Games</b>	<ul style="list-style-type: none"> <li>• I can begin to use balls, bean bags and quoits in different ways: balancing, bouncing, throwing and catching, kicking, rolling and passing.</li> <li>• I can begin to use a bat in different ways to strike, push and roll a ball.</li> <li>• I can begin to use these skills to observe, copy and</li> </ul>	<ul style="list-style-type: none"> <li>• I can throw, catch, bounce, dribble, kick and hit a ball in different ways.</li> <li>• I can begin to be more confident at using sending and receiving skills.</li> <li>• I can remember, repeat and link skills to make up and play games.</li> <li>• I can apply basic tactics and strategies to a</li> </ul>	<ul style="list-style-type: none"> <li>• I can consolidate and improve the quality of my hitting skills.</li> <li>• I can improve my ability to select and apply a range of simple tactics.</li> <li>• I can make up and play small sided games.</li> <li>• I can begin to apply attacking and defending principles in competitive games.</li> </ul>	<ul style="list-style-type: none"> <li>• I can consolidate my striking skills and improve the quality and control.</li> <li>• I can adapt and transfer appropriate principles of play and tactics.</li> <li>• I can solve problems and begin to modify rules.</li> <li>• I can apply attacking and defending principles in small</li> </ul>	<ul style="list-style-type: none"> <li>• I can select, develop, adapt and apply a broader range of techniques and skills more consistently in a range of games.</li> <li>• I can apply basic strategic and tactical principals in different games situations.</li> <li>• I can develop my ability to recognise my own strengths</li> </ul>	<ul style="list-style-type: none"> <li>• I can choose and use techniques and skills fluently in invasion, striking and net games</li> <li>• I can recognise my strengths and weaknesses and develop my ability to evaluate my own, and others' performance in different physical activities and communicate ways to improve it.</li> </ul>

	<p>play games individually and with a partner</p> <ul style="list-style-type: none"> <li>• I can begin to understand the concept of rules and learn to change the rules of a game to make it harder</li> <li>• I can aim at a range of targets.</li> <li>• I can move safely and actively around a space.</li> <li>• I can show my partner how to do a simple skill in PE</li> </ul>	<p>game.</p> <ul style="list-style-type: none"> <li>• I can observe, play and improve another person's game and begin to evaluate my own work.</li> <li>• I can move safely and actively about a space and in a team.</li> <li>• I can show my partner how to stretch in a warm up</li> </ul>	<ul style="list-style-type: none"> <li>• I can recognise, describe and evaluate the effectiveness of a performance.</li> <li>• I can set up equipment for my partner or my group in PE</li> </ul>	<p>invasion games.</p> <ul style="list-style-type: none"> <li>• I can recognise good quality in my, and others', performance and techniques suggesting practices to improve play.</li> <li>• I can lead a partner in making up my own activity to practice a skill</li> </ul>	<p>and weaknesses and use this to evaluate my own, and others', performance; communicating improvements with team mates.</p> <ul style="list-style-type: none"> <li>• I can experience and adapt to all roles in small – sided striking, fielding and invasion games.</li> <li>• I can lead a group in a warm up/ skill activity</li> </ul>	<ul style="list-style-type: none"> <li>• I can choose, adapt rules and apply a range of tactics and strategies in games situations.</li> <li>• I can compare my performances with previous ones and demonstrate an improvement</li> <li>• I can explain why exercise is good for my fitness, health and well – being.</li> <li>• I can take on the role of scorer/coach/umpire/ captain in PE</li> </ul>
<b>Athletics</b>	<ul style="list-style-type: none"> <li>• I can begin to master basic movements such as running and jumping</li> <li>• I can begin to compete against others in an event.</li> <li>• I can begin to throw using throwing actions.</li> </ul>	<ul style="list-style-type: none"> <li>• I can master basic movements such as running and jumping</li> <li>• I can compete against others in an event.</li> <li>• I can use throwing actions more accurately to hit a target.</li> </ul>	<ul style="list-style-type: none"> <li>• I can run and jump</li> <li>• I compete against others in events.</li> <li>• I can begin to demonstrate improved throwing, running and jumping technique.</li> <li>• I can say what is good about mine and others performance.</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate improved throwing, running and jumping technique</li> <li>• I compete against others in events.</li> <li>• I can say what is good about mine and others performance.</li> </ul>	<ul style="list-style-type: none"> <li>• I can refine my technique showing precision in a variety disciplines such as throwing, catching, running and jumping.</li> <li>• I compete against others in events showing increasing resilience</li> <li>• I can begin to evaluate and improve my</li> </ul>	<ul style="list-style-type: none"> <li>• I can refine my technique showing precision in a variety disciplines such as throwing, catching, running and jumping. • I can improve and evaluate my performance comparing it to previous performances</li> </ul>

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