



The Black Pear Trust

PE Progression Document



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Athletics Progression The Black Pear Trust

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>-can play with different equipment and use each piece in at least 2 different ways.</p> <p>-know how to and can safely make up a game on their own that scores points using equipment of their choice by agreeing on the rules. They can make the game fair and challenge themselves by making the game harder or trying to beat a best score.</p> <p>-can pass objects of different sizes and shapes from hand to hand or foot to foot.</p> <p>-know how to send and control a ball or other object in different ways and make it go where they want it to go. They can do this with both sides of my body and passing from one side to another.</p> <p>-know how to play target (aiming) and passing games successfully by themselves and with a partner or small group.</p> <p>-know how to and pick up objects in different ways and with/from both sides of my body and place them somewhere else.</p> <p>-know how to and can play different kinds of aiming and travelling games with a partner and others e.g beans, skittles, hopscotch, traffic lights, rob the chest.</p>	<p>-know how to and can throw and catch different objects individually and with a partner using both hands (left and right).</p> <p>-know how to and can play co-operative games and activities with a partner or as part of a group using a range of equipment and try to beat a best score.</p> <p>-know how to and can travel forwards and backwards safely, avoiding others.</p> <p>- know how to and can balance an object on a racket, bat or stick and travel in different directions without dropping the object or bumping into anybody.</p> <p>-know how to and can jump or propel myself forwards and backwards safely without falling over when landing.</p> <p>-know how to and can play chasing and avoiding games and activities in small groups with and without equipment.</p> <p>-can find at least 2 ways to challenge them self to make the activity harder and improve their skills.</p> <p>- can say or show which piece of equipment they think will work best in different situations, and why.</p> <p>- can show or tell what they are doing to get better at something and show how they have improved.</p>	<p>-know how to and can play co-operative and competitive games and activities with others where they send and receive balls and other objects in different ways and are able to keep score.</p> <p>-know how to and can combine moving and stopping with control to pick up/collect an object and send it accurately to a target or a partner.</p> <p>-know how to and can work as part of a small group to safely move larger pieces of equipment and place them carefully as directed by the teacher.</p> <p>-know how to and can combine change in speed and direction to stay with a partner with and without equipment. They can apply this in a range of activities.</p> <p>-can reflect on their choices and say or show which parts worked well and which could have been better, and why.</p> <p>-can work well with others in PE.</p> <p>- know how to and can share what they are doing with others and can copy and share others' ideas to improve their own.</p>	<p>-can skip with a rope in different directions.</p> <p>-can keep travelling for sustained periods of time whilst keeping the quality of their work standard.</p> <p>-can jump in a controlled way from two feet to two feet, one to two and one to one etc.</p> <p>-can change their activities to help others to join in.</p> <p>-can find solutions to problems on their own and with a partner or as part of a small group.</p> <p>-can choose what equipment to use in a range of situations.</p> <p>-know how to and can pass balls and other objects in different ways and into different spaces.</p> <p>-find solutions to problems on their own and with a partner or part of a small group.</p> <p>-say what is good about their own performance and say what to do net to improve it.</p> <p>- can follow a plan/ instructions to set up equipment or apparatus for an activity, and can check that it is safe and not going to interfere with others.</p> <p>- can explain choices and reflect whether it was correct</p>	<p>-know how to and can combine travel and dynamic balance to help them gain height and distance in different ways. They try to go a bit further every time.</p> <p>-can jump over or navigate different sorts of barrier in different ways and land safely.</p> <p>-know how to and can send different objects overarm with good technique and apply this in a range of activities and situations. They can vary technique according to the need.</p> <p>- know and can state or show what it means to change pace, and can identify or show how this would be used in at least 3 different situations e.g. sprint finish in 800m.</p> <p>- know how to and can use personal end general space effectively and apply this in a range of situations e.g. staying behind safety lines when throwing.</p> <p>-work collaboratively with others to find solutions and improve work.</p> <p>- know how to and can ask for help from a teacher or classmates if they</p>	<p>-can skip with a rope and play different types of skipping games and activities.</p> <p>-know how to and can combine travel (running and jumping) with sending balls and other objects for distance in different ways, and try to beat their personal best each time (throwing events)</p> <p>-can adapt running techniques for different running events- sprints/long distance.</p> <p>-can use a variety of jumps to beat personal bests each time.</p> <p>- can communicate how the apparatus or equipment that is used makes the activity different or better e.g. when throwing a shot or a javelin/tennis ball or bean bag.</p> <p>-to plan how to make an activity easier or harder to enable everyone to be supported or challenged.</p> <p>-ask for feedback and use this to make positive improvements to performance.</p>	<p>-know how to and can combine travel with 3 jumps or movements, each under control to gain distance. They try to travel a bit further each time (Long Jump/Triple Jump).</p> <p>-know how to and can pace themselves to keep moving for a long time and keep running for at least 2 minutes without stopping. They try to go a bit further each time.</p> <p>-can use a variety of techniques to throw different implements further each time to beat personal bests.</p> <p>-ask others their opinion and take this into account when working out solutions.</p> <p>-keep trying, even when things get difficult or mistakes are made.</p> <p>-know what to say and do to make others feel successful and good about themselves.</p> <p>-use experiences to be a leaders and support others in their learning e.g. coaching sprinting technique.</p>

<p>-know how to and can travel at different speeds. I can keep moving for at least 30 seconds and try to travel a bit further each time</p> <p>-can show or say how they run or move around so they don't bump into anyone.</p> <p>- can explore different ways of moving around and say which they like best and why.</p> <p>- can say what they like and dislike; what they want or need and why.</p> <p>- listen carefully to the teacher and class-mates and am able to follow an instruction.</p> <p>-can play with others and can share toys/equipment with others.</p> <p>-can agree rules with others.</p> <p>- can play with others without getting upset or angry.</p> <p>-can follow rules to make the game fair.</p> <p>-can talk to others about ideas/games.</p> <p>-know who to ask for help if they see somebody who is upset or angry, and they can ask for help.</p>	<p>- listen carefully to the teacher and class-mates and follow at least 2 instructions.</p> <p>-Take turns.</p> <p>-to try to join in with all activities even if they find them difficult.</p> <p>- know right from wrong and try to obey the rules in PE.</p> <p>- can share ideas for a game/activity.</p> <p>-be friendly, active and caring when they play with others and know and can communicate why this is important.</p> <p>-can help and encourage others to join in.</p>	<p>- can work well in different groups, and always try their best.</p> <p>- can share their ideas to improve the rules or make the activity fairer.</p> <p>- can help others to work well together.</p> <p>-know how to and can solve a disagreement.</p> <p>-can help others join in.</p>	<p>or if something else may have worked better.</p> <p>-listen to others' ideas and happily follow their instructions.</p> <p>-try their best in a determined and controlled way.</p> <p>-can control feeling whether winning or losing.</p> <p>- can lead others in a simple activity.</p> <p>-can change activities to help others to join in.</p> <p>-know why it is important for people to have their own space.</p>	<p>don't understand, or have tried on their own and are still struggling.</p> <p>-know and can communicate why rules are important.</p> <p>-Set own goals to improve in the activities.</p> <p>-work well with others in PE.</p> <p>-help or find help if someone is upset in a lesson.</p>	<p>-communicate the importance of fair play .</p> <p>-say or show how to adapt an activity to make sure everyone can join in and improve.</p> <p>- help team-mates/ class-mates with helpful comments.</p>	
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Layered Language

<ul style="list-style-type: none"> • Run • Jump • Move • Game • Scores • Throw • Pass • Control • Aim • Travel 	<ul style="list-style-type: none"> • Run • Jump • Move • Game • Scores • Throw • Pass • Control • Aim • Travel 	<ul style="list-style-type: none"> • Run • Jump • Move • Game • Scores • Throw • Pass • Control • Aim • Travel 	<ul style="list-style-type: none"> • Run • Jump • Move • Game • Scores • Throw • Pass • Control • Aim • Travel 	<ul style="list-style-type: none"> • Run • Jump • Move • Game • Scores • Throw • Pass • Control • Aim • Travel 	<ul style="list-style-type: none"> • Run • Jump • Move • Game • Scores • Throw • Pass • Control • Aim • Travel 	<ul style="list-style-type: none"> • Run • Jump • Move • Game • Scores • Throw • Pass • Control • Aim • Travel
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- Speed
- Target
- Ball
- Beanbag
- Quoit

- Speed
- Target
- Ball
- Beanbag
- Quoit
- Catch
- Balance
- Propel forwards/backwards

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- Stopping
- Direction
- Accuracy
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- Stopping
- Direction
- Accuracy
- Competitive
- Skip
- Sustained time periods

- Speed
- Target
- Ball
- Beanbag
- Quoit
- Catch
- Balance
- Propel forwards/backwards
- Stopping
- Direction
- Accuracy
- Competitive
- Skip
- Sustained time periods
- Travel and Dynamic Balance
- Gain height
- Gain distance
- Barrier
- Hurdles
- Standing long jump
- Overarm throw/push/pull through
- Throwing safety lines
- Sprint

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- Ball
- Beanbag
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- Gain distance
- Barrier
- Hurdles
- Standing long jump
- Overarm throw/push/pull through
- Throwing safety lines
- Javelin
- Shot Put
- Triple Jump
- Sprint
- Pacing
- Long distance
- Personal Best
- Stopwatch

- Speed
- Target
- Ball
- Beanbag
- Quoit
- Catch
- Balance
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- Stopping
- Direction
- Accuracy
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