

PE PRO - Learning Ladder

Reception	Year 1/2 Cycle A	Year 1/2 Cycle B	Year 3/4 Cycle A	Year 3/4 Cycle B	Year 5 /6 Cycle A	Year 5/6 Cycle B
<p>GYMNASTICS</p> <p>Perform different shapes showing a basic level of stillness using various parts of their bodies.</p> <p>Begin to take weight on different body parts.</p> <p>Understand which movements stretch different parts of their bodies.</p> <p>Link different action and movement together.</p>	<p>GYMNASTICS</p> <p>Perform balances that makes their body stretched, tensed and curled while using creativity.</p> <p>For short periods of time be able to hold weight on their hands.</p> <p>Demonstrate poses and actions that challenge their flexibility.</p> <p>Remember, repeat and connect basic actions together.</p>	<p>GYMNASTICS</p> <p>Be able to perform balances on different body parts with some balance and control.</p> <p>Using apparatus to be able to hold body weight on different body parts.</p> <p>Show an improvement of extension and flexibility in actions.</p> <p>Copy, remember, repeat and plan linking basic actions while showing some control and technique.</p>	<p>GYMNASTICS</p> <p>Complete balances with increasing technique, control and stability.</p> <p>Be able to hold balances on different body parts for a longer period of time.</p> <p>Demonstrate increased flexibility and extension in their balances.</p> <p>Either on the floor or on apparatus be able to put movements together that flow.</p>	<p>GYMNASTICS</p> <p>Perform balances on their own and with a partner showing good tension.</p> <p>Demonstrate increasing control strength, and technique when taking own and others weight in balances and actions.</p> <p>While performing more challenging balances continue to show good tension and stability.</p> <p>Plan and perform sequences that flow while showing control and technique with and without a partner.</p>	<p>GYMNASTICS</p> <p>Be able to remain in control while going from one balance to another.</p> <p>Understand how strength can help improve actions and movements they perform.</p> <p>Show an understanding of how flexibility can help improve movements.</p> <p>Using control and good quality movements and actions, create and perform a more complex sequences, with and without a partner.</p>	<p>GYMNASTICS</p> <p>Combine and perform more complex balances with control and technique that is fluid.</p> <p>Demonstrate more complex actions with a good level technique and strength.</p> <p>Confidently transition from one action to another showing appropriate control and extension for the complexity of the action.</p> <p>Plan and perform with control, precision and fluency, a sequence of actions that includes a wide range of different skills and balances.</p>

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Reception	Year 1/2 Cycle A	Year 1/2 Cycle B	Year 3/4 Cycle A	Year 3/4 Cycle B	Year 5 /6 Cycle A	Year 5/6 Cycle B
<p>DANCE</p> <p>Copy basic body actions and rhythms.</p> <p>Choose and use travelling actions, shapes and balances.</p> <p>Travel in different pathways using the space around them.</p> <p>Begin to use dynamics and expression with guidance.</p> <p>Begin to count to music.</p>	<p>DANCE</p> <p>Copy, remember and repeat actions.</p> <p>Choose actions for an idea.</p> <p>Use changes of direction, speed and levels with guidance.</p> <p>Show some sense of dynamic & expressive qualities.</p> <p>Begin to use counts.</p>	<p>DANCE</p> <p>Copy, remember and repeat a series of actions.</p> <p>Select from a wider range of actions in relation to a stimulus.</p> <p>Use pathways, levels, shapes, directions, speeds and timing with guidance.</p> <p>Use mirroring and unison when completing actions with a partner.</p> <p>Show a character through actions, dynamics and expression.</p> <p>Use counts with help to stay in time with the music.</p>	<p>DANCE</p> <p>Copy remember and perform a dance phrase.</p> <p>Create short dance phrases that communicate an idea.</p> <p>Use canon, unison and formation to represent an idea.</p> <p>Match dynamic and expressive qualities to a range of ideas.</p> <p>Use counts to keep in time with a partner and group.</p>	<p>DANCE</p> <p>Copy, remember and adapt set choreography.</p> <p>Choreograph considering structure individually, with a partner and in a group.</p> <p>Use action and reaction to represent an idea.</p> <p>Change dynamics to express changes in character or narrative.</p> <p>Use counts when choreographing short phrases.</p>	<p>DANCE</p>	<p>DANCE</p> <p>Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.</p> <p>Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus.</p> <p>Confidently perform choosing appropriate dynamics to represent an idea. Use counts accurately when choreographing to perform in time with others and the music.</p>

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Reception	Year 1/2 Cycle A	Year 1/2 Cycle B	Year 3/4 Cycle A	Year 3/4 Cycle B	Year 5 /6 Cycle A	Year 5/6 Cycle B
<p>Fundamental Movement Skills/Multi Skills/Athletics</p> <p>Run and stop, showing some control of direction and stopping.</p> <p>Jump with bent knees, avoiding falling over.</p> <p>Throw different balls and beanbags into space, aiming for large targets but expecting minimal success.</p> <p>Balance in a stationary position, and while moving.</p> <p>Explore the coordination of different limbs, in a free play environment.</p>	<p>Fundamental Movement Skills/Multi Skills/Athletics</p> <p>Attempt to run at different speeds, showing an awareness of peers & technique.</p> <p>Attempt to jump from two feet, and hop with some control, showing awareness of technique.</p> <p>Throw towards a large target, with some success.</p> <p>Show some control and balance when traveling at different speeds.</p> <p>Show a basic understanding of balance and coordination when changing direction.</p> <p>Explore the coordination of different limbs, in fun activities with basic challenges.</p>	<p>Fundamental Movement Skills/Multi Skills/Athletics</p> <p>Show balance and coordination when running at different speeds, regularly avoiding peers and using effective technique.</p> <p>Connect running and jumping movements with some control and balance.</p> <p>Show hopping and jumping movements with some balance and control, demonstrating an awareness of technique.</p> <p>Show some understanding of different throws.</p> <p>Show control and balance when travelling at different speeds.</p> <p>Demonstrate balance and coordination when changing direction.</p>	<p>Fundamental Movement Skills/Multi Skills/Athletics</p> <p>Show balance, coordination and technique when running at different speeds, stopping with control, and consistently avoiding peers.</p> <p>Show hopping and jumping actions, attempting different take offs and landings, while generally maintaining balance.</p> <p>Jump for distance and height with an awareness of technique, balance and coordination.</p> <p>Throw a variety of shape & size balls, or beanbags, at a target or for distance, changing action for accuracy and distance.</p> <p>Show coordination of their body with increased consistency in a variety of activities.</p>	<p>Fundamental Movement Skills/Multi Skills/Athletics</p> <p>Consistently show balance, coordination and technique when running at different speeds, stopping with control, and consistently avoiding peers.</p> <p>Show hopping and jumping actions, including running as a transition in-between, attempting different take offs and landings, while maintaining balance.</p> <p>Jump for distance and height, showing balance and control.</p> <p>Throw with some accuracy and power towards a target area.</p> <p>Demonstrate good balance when performing other fundamental skills.</p>	<p>Fundamental Movement Skills/Multi Skills/Athletics</p> <p>Run at speed over longer distances or for longer periods of time.</p> <p>Demonstrate an understanding of agility & evasion, running in different directions at speed, and attempting changes of speed and changes of direction to avoid peers.</p> <p>Show control at take-off and landing in more complex jumping activities, with running transitions in-between.</p> <p>Show accuracy and power when throwing for distance, often hitting the target.</p> <p>Demonstrate good balance and control when performing other fundamental skills.</p> <p>Can coordinate a range of body parts at</p>	<p>Fundamental Movement Skills/Multi Skills/Athletics</p> <p>Demonstrate a controlled running technique over longer distances or for longer periods of time.</p> <p>Show a clear understanding of agility & evasion, running in different directions at speed, and changes of speed and changes of direction to avoid peers.</p> <p>Transition between running, jumping and hopping actions with greater control and coordination.</p> <p>Consistently show control at take-off and landing in more complex jumping activities, with running transitions in between.</p> <p>Show accuracy and good technique when throwing for distance, regularly hitting the target.</p>

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		Demonstrate coordination with increased control, with and without equipment.		Show balance when changing direction at speed in combination with other skills.	increased speed.	Change direction with a fluent action, transitioning smoothly
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Reception	Year 1/2 Cycle A	Year 1/2 Cycle B	Year 3/4 Cycle A	Year 3/4 Cycle B	Year 5 /6 Cycle A	Year 5/6 Cycle B
<p>OAA</p> <p>At this stage, children will engage in basic outdoor activities that focus on developing their gross motor skills, coordination, and spatial awareness. This might include activities such as climbing on low-level structures, balancing on beams, and navigating simple obstacle courses.</p>	<p>Forest School</p> <p>be equal, unique and valuable be competent to explore & discover experience appropriate risk and challenge choose, and to initiate learning and development experience regular success develop positive relationships with</p>	<p>Forest School</p> <p>be equal, unique and valuable be competent to explore & discover experience appropriate risk and challenge choose, and to initiate learning and development</p>	<p>OAA</p> <p>Introduction to Maps: Introduce basic map reading skills, such as understanding symbols and using a key. Start with simple maps of the school grounds.</p> <p>Teach children how to navigate using simple instructions, such as left, right, straight, and landmarks. Practice these skills in a controlled</p>	<p>OAA</p> <p>Revisiting basic map reading skills, such as understanding symbols and using a key. Start with simple maps of the school grounds. Children begin to independently navigate the school grounds successfully..</p> <p>Revisiting how to navigate using simple instructions, such as left, right, straight, and landmarks.</p>	<p>OAA</p> <p>Revisiting map reading skills, such as understanding symbols and using a key. With maps of the school grounds. Children begin together to navigate the school grounds successfully.</p> <p>Progress to navigate using instructions, and coordinates such as left, right, straight, and</p>	<p>OAA</p> <p>Children will have the opportunity to consolidate and apply the skills they have developed throughout their primary school years.</p> <p>They may participate in more advanced activities and overnight trips.</p> <p>These activities will continue to enhance their problem-solving abilities, resilience, and self-</p>

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	<p>themselves and other people develop a strong, positive relationship with their natural world</p>	<p>experience regular success</p> <p>develop positive relationships with themselves and other people</p> <p>develop a strong, positive relationship with their natural world</p>	<p>environment, like a playground.</p>	<p>Practice these skills in a controlled environment, like a playground.Children begin to independently navigate the school grounds successfully.</p>	<p>landmarks. Practice these skills in a controlled environment, like a playground.Children begin to independently and in pairs navigate the school grounds using coordinates..</p>	<p>confidence.</p>
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Reception	Year 1/2 Cycle A	Year 1/2 Cycle B	Year 3/4 Cycle A	Year 3/4 Cycle B	Year 5 /6 Cycle A	Year 5/6 Cycle B
<p>Invasion Games/Striking & Fielding Games/Ball Control</p> <p>Collect & control a ball with two hands.</p> <p>Move a ball with feet, with minimal control.</p> <p>Throw and roll a variety of beanbags and larger balls to space.</p> <p>Throw a beanbag with minimal direction or control.</p> <p>Attempt to stop a large ball sent to them using feet.</p> <p>Run and stop when instructed, with minimal balance or control.</p> <p>Travel around an area showing limited awareness of others.</p>	<p>Invasion Games/Striking & Fielding Games/Ball Control</p> <p>Drop and catch a ball after one bounce on the move.</p> <p>Move a ball using different parts of the foot.</p> <p>Throw and roll towards a target with some varying techniques, and limited success.</p> <p>Kick a stationary ball towards a stationary target.</p> <p>Catch a beanbag and a medium-sized ball, with varying levels of success.</p> <p>Run, stop and change direction with some balance and control.</p>	<p>Invasion Games/Striking & Fielding Games/Ball Control</p> <p>Dribble a ball with two hands on the move.</p> <p>Dibble a ball with some success, stopping it when required.</p> <p>Throw and roll towards a target using varying techniques with some success.</p> <p>Show balance when kicking towards a target.</p> <p>Catch an object passed to them, with and without a bounce.</p> <p>Move to track a ball and stop it using feet with limited success.</p> <p>Strike a ball using a</p>	<p>Invasion Games/Striking & Fielding Games/Ball Control</p> <p>Dribble the ball with one hand with some control in game situations.</p> <p>Dribble a ball with feet with some control in game situations.</p> <p>Use a variety of throwing techniques in game situations.</p> <p>Kick towards a partner in game situations.</p> <p>Catch a ball passed to them using one and two hands with some Success.</p> <p>Receive a ball sent to them using different parts of the foot, with some success.</p>	<p>Invasion Games/Striking & Fielding Games/Ball Control</p> <p>Link dribbling the ball with other actions with increasing control.</p> <p>Change direction when dribbling with feet with some control in game situations.</p> <p>Use a variety of throwing techniques with increasing success in game situations. Kick with increasing success in game situations.</p> <p>Catch a ball passed to them using one and two hands with increasing success.</p> <p>Receive a ball sent to them using different parts of the foot under pressure.</p>	<p>Invasion Games/Striking & Fielding Games/Ball Control</p> <p>Use a variety of throwing techniques with some control under increasing pressure.</p> <p>In game situations, catch and intercept a ball using one and two hands with some success.</p> <p>Receive & control a ball using different parts of the foot under pressure</p> <p>Use a variety of techniques to change direction to lose an opponent.</p> <p>Create and use space for self and others with some success.</p> <p>Understand the need for tactics and can identify when to use</p>	<p>Invasion Games/Striking & Fielding Games/Ball Control</p> <p>Use a variety of throwing techniques with control, under pressure, following the tactical decisions made to find success.</p> <p>In game situations, catch and intercept a ball using one and two hands with increasing success.</p> <p>Receive & control a ball with consideration to the next move.</p> <p>Confidently use a variety of techniques to change direction to successfully outwit an opponent.</p> <p>Effectively create and use space for self and others to outwit an opponent.</p> <p>Work collaboratively to create tactics within</p>

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<p>Make simple decisions in response to a situation.</p>	<p>Recognise space in relation to others.</p> <p>Begin to use simple tactics with guidance.</p>	<p>racket. Run, stop and change direction with balance and control.</p> <p>Move to space to help score goals or limit others scoring.</p> <p>Use simple tactics.</p>	<p>Strike a ball with varying techniques & success.</p> <p>Change direction with increasing speed in game situations.</p> <p>Use space with some success in game situations.</p> <p>Use simple tactics individually and within a team.</p>	<p>Strike a ball using varying techniques with increasing accuracy.</p> <p>Change direction to lose an opponent while maintaining some control of the ball, with some success.</p> <p>Create and use space with some success in game situations.</p> <p>Use simple tactics to help their team score or gain possession.</p>	<p>them in different situations.</p>	<p>their team and evaluate the effectiveness of these.</p>
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