


PE Progression of the wider individual, social and emotional skills at Southover

 <p>Personal</p>	 <p>Social</p>	 <p>Applying Physical</p>
<p>TAKE RESPONSIBILITY FOR MY LEARNING</p> <p>I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes.</p>	<p>LEAD OTHERS</p> <p>I can involve others and motivate those around me to perform better.</p>	<p>APPLY WITH CONSISTENCY</p> <p>I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations.</p>
<p> EMBRACE CHALLENGE</p> <p>I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets.</p>	<p>IMPROVE OTHERS</p> <p>I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.</p>	<p>COMBINE WITH FLUENCY</p> <p>I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.</p>

Expected - End of Upper Key Stage 2

<p> CONSISTENTLY TRY TO IMPROVE</p> <p>I cope well and react positively when things become difficult. I can persevere with a task and improve my performance through regular practice.</p>	<p>ORGANISE AND GUIDE OTHERS</p> <p>I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.</p>	<p>LINK WITH QUALITY</p> <p>I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities.</p>
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Expected - End of Lower Key Stage 2

<p> TAKE CONTROL</p> <p>I know where I am with my learning and I have begun to challenge myself.</p>	<p>WORK WELL WITH OTHERS</p> <p>I show patience and support others, listening carefully to them about our work. I am happy to show and tell them about my ideas.</p>	<p>PERFORM WITH CONTROL</p> <p>I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency.</p>
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Expected - End of Key Stage 1

<p> KEEP TRYING</p> <p>I try several times if at first I don't succeed and I ask for help when appropriate.</p>	<p>HELP AND ENCOURAGE</p> <p>I can help, praise and encourage others in their learning.</p>	<p>PERFORM SIMPLE SEQUENCES</p> <p>I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed.</p>
<p> STAY ON TASK</p> <p>I can follow instructions, practise safely and work on simple tasks by myself.</p>	<p>UNDERSTAND OTHERS</p> <p>I can work sensibly with others, taking turns and sharing.</p>	<p>PERFORM SINGLE SKILLS</p> <p>I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together.</p>
<p> STAY ON TASK WITH HELP</p> <p>I enjoy working on simple tasks with help.</p>	<p>PLAY WITH OTHERS WITH HELP</p> <p>I can play with others and take turns and share with help.</p>	<p>TRAVEL IN DIFFERENT WAYS</p> <p>I can move confidently in different ways.</p>



ANALYSE PERFORMANCE

I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop.



VARIETY AND DISGUISE

I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience.



PLAN MY OWN FITNESS

I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme.



MAKE GOOD DECISIONS

I have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents.

EXPRESS, ADAPT AND ADJUST

I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others.

PREPARE MYSELF FOR ACTIVITY

I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity.

Expected - End of Upper Key Stage 2



DESCRIBE HOW TO IMPROVE

I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions.

REFINE AND CHANGE

I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging.

EXPLAIN HOW TO EXERCISE

I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.

Expected - End of Lower Key Stage 2



EXPLAIN WHY

I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement.

RECOGNISE AND RESPOND

I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.

EXPLAIN WHY

I can describe how and why my body changes during and after exercise. I can explain why we need to warm up and cool down.

Expected - End of Key Stage 1



RECOGNISE AND ORDER

I can begin to order instructions, movements and skills. With help, I can recognise similarities and differences in performance and explain why someone is working or performing well.

COMPARE AND DEVELOP

I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme.

PRACTISE SAFELY

I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.



OBSERVE AND DESCRIBE

I can understand and follow simple rules. I can name some things I am good at.

EXPLORE AND DESCRIBE

I can explore and describe different movements.

EXPLAIN BENEFITS OF EXERCISE

I am aware of why exercise is important for good health.



FOLLOW INSTRUCTIONS

I can follow simple instructions.

OBSERVE AND COPY

I can observe and copy others.

DESCRIBE SIMPLE CHANGES

I am aware of the changes to the way I feel when I exercise.