



## PE Threshold Concepts and Progression

Milestone 1		Milestone 2		Milestone 3	
<b>Know how to lead a healthy lifestyle</b> Can understand what being healthy means and how to live a healthy lifestyle		<b>Know how to lead a healthy lifestyle</b>		<b>Know how to lead a healthy lifestyle</b> Can identify the impact of exercise on the body	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Discuss changes in the body brought about by exercise Identify things they like about exercise both in and outside of school	Suggest links between different types of exercise Begin to make links between components of fitness and their impact/outcome	Start to identify how fitness impacts on performance across all strands of PE Suggest how developing strength and flexibility helps in maintaining a healthy lifestyle	Identify how fitness impacts on performance across all strands of PE and discuss how to improve fitness Understand the importance of core strength for physical health and agility	Understand how improving fitness can improve personal best scores Recognise the how increasing power and flexibility can have a positive impact on individual and team performances Explain the significance of a warm-up and how it relates to PE activities Take responsibility for own warm-up Suggest and lead warm-ups that prepare the body appropriately for different physical activities	Understand how improving fitness can improve personal best scores and have a positive impact on a team's performance Suggest and lead warm ups that prepare the body appropriately for different physical activities and use STEP technique to modify where needed
<b>To acquire, apply and evaluate skills and techniques - Dance</b> Can copy, create and perform short dance phrases using simple movement patterns		<b>To acquire, apply and evaluate skills and techniques - Dance</b> Can create and link expressive dance phrases using movement patterns in response to a variety of stimuli		<b>To acquire, apply and evaluate skills and techniques - Dance</b> Can create and perform dances using a range of complex, expressive and precise movement patterns in response to a variety of stimuli	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Respond to a range of stimuli and types of music. Explore space, direction, levels and speeds. Experiment creating actions and performing movements with different	Describe and explain how performers can transition and link shapes and balances. Perform basic actions with control and consistency at different speeds and on	Practise different sections of a dance aiming to put together a performance. Perform using facial expressions. Perform with a prop. Building stylistic qualities	Work to include freeze frames in routines. Practise and perform a variety of different formations in dance. Develop a dance to perform as a group with a	Perform different styles of dance fluently and clearly. Refine & improve dances adapting them to include the use of space rhythm & expression. Developing choreography	Develop motifs and incorporate into self-composed dances as individuals, pairs & groups Talk about different styles of dance with understanding, using



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<p>body parts. Able to build simple movement patterns from given actions. Compose and link actions to make simple movement phrases. Respond appropriately to supporting concepts such as canon and levels</p> <p><b>Skills</b> Exploring storytelling through dance. Use a theme to create a dance. Develop actions to express friendship. Dance with start middle and end. Perform with feeling. Perform actions to nursery rhymes. March in time. Move and turn as a group. Perform simple cannon and in rounds.</p>	<p>different levels. Challenge themselves to move imaginatively responding to music. Perform using more sophisticated formations as well as an individual. Explore relationships through different dance formations. Explain the importance of emotion and feeling in dance. Use the stimuli to copy, repeat and create dance actions and motifs.</p> <p><b>Skills</b> Dance in solo and duet. Explore creative footwork. Discuss how a dance can develop. Respond to visual stimulus. Comment on contrasting actions. Use the theme of a clockface to develop a dance. Perform 'freestyle' moves. Perform a motif to music. Explore movement pathways.</p>	<p>of Barn Dance through repetition and applying movement to own bodies. Building basic creative choreography skills in travelling, dynamics and partner work in the specific style of Barn Dance.</p> <p><b>Skills</b> Perform a jazz square. Perform 2 contrasting characters. Use a prop in a 4-action dance phrase. Discuss examples of professional work. Create own floor patterns. Demonstrate stylistic elements of barn dance.</p>	<p>set starting position. Developing choreography and devising skills in relation to a theme. Exploring dynamic quality and formations to communicate character. Concentrating on one simple theme throughout and linking all activities to the communication of this to an audience</p> <p><b>Skills</b> Develop dance freeze frames. Perform a slide and roll. Replicate a set phrase. Create a 5- action routine. Use formations to tell a story. Perform without prompts. Use devices to manipulate movements. Perform contact work as a group.</p>	<p>and devising skills in relation to a theme. Exploring dynamic quality and formations to communicate character. Concentrating on one simple theme throughout and linking all activities to the communication of this to an audience</p> <p><b>Skills</b> Perform locomotor and nonlocomotor movements in a dance phrase. Describe the key features of line dancing. Use basic knowledge of line dancing steps to create own line dance. Copy and perform a specific dance action to communicate a theme. Communicate the idea of a hero. Copy and execute a high energy jump sequence. Create a low-level attack sequence.</p>	<p>appropriate language &amp; terminology Developing group devices and greater use of teamwork. Demonstrating narrative through contact and relationships Showing tension through pattern and formation</p> <p><b>Skills</b> Explore space in a deeper way in relation to dance. Identify appropriate dynamics and group formations for the Hakka. Perform some basic street dance skills. Compose a street dance performance. Create a phrase of gestures that communicate a theme. Describe the meaning/purpose of several different devices. Show formations that create tension and relationships.</p>
<p><b>To acquire, apply and evaluate skills and techniques – Gymnastics</b> Can copy, explore and perform movement phases safely and confidently using a range of body parts and actions</p>		<p><b>To acquire, apply and evaluate skills and techniques - Gymnastics</b> Can create, perform and link a variety of controlled movements with fluency and precision</p>		<p><b>To acquire, apply and evaluate skills and techniques - Gymnastics</b> Can consistently create and perform well-executed sequences using a variety of complex skills</p>	
<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Identify and use simple gymnastics actions and shapes.	Describe and explain how performers can transition and link gymnastic	Modify actions independently using different pathways,	To become increasingly competent and confident to perform skills more	Create longer and more complex sequences and adapt performances.	Demonstrate accuracy, consistency, and clarity of movement.



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<p>Apply basic strength to a range of gymnastics actions.</p> <p>Begin to carry simple apparatus such as mats and benches.</p> <p>To recognise 'like' actions and link them.</p> <p>To perform a variety of basic gymnastics actions showing control.</p> <p>To introduce turn, twist, spin, rock and roll and link these into movement patterns.</p> <p>To perform longer movement phrases and link with confidence.</p> <p><b>Skills</b></p> <p>Carry equipment safely. Perform magic chair landing. Explore body tension. Linking movements. Rock, spin, turn. Move on, off and over.</p>	<p>elements.</p> <p>Perform with control and consistency basic actions at different speeds and on different levels.</p> <p>Challenge themselves to develop strength and flexibility.</p> <p>Create and perform a simple sequence that is judged using simple gymnastic scoring.</p> <p>Develop body management through a range of floor exercises.</p> <p>Use core strength to link recognised gymnastics elements, e.g., back support and half twist.</p> <p>Attempt to use rhythm while performing a sequence.</p> <p><b>Skills</b></p> <p>Use start &amp; finish shapes. Power in jumping. Levels and speed. Back &amp; front support. Rhythm in performing. Body management in a range of actions.</p>	<p>directions and shapes.</p> <p>Consolidate and improve the quality of movements and gymnastics actions.</p> <p>Relate strength and flexibility to the actions and movements they are performing.</p> <p>To use basic compositional ideas to improve sequence work.</p> <p>Identify similarities and differences in sequences.</p> <p>Develop body management over a range of floor exercises.</p> <p>Attempt to bring explosive moves into floor work through jumps and leaps.</p> <p>Show increasing flexibility in shapes and balances.</p> <p><b>Skills</b></p> <p>Contrasting shapes, body control when rolling. Partner unison. Patterns. Fluency in movement. Half lever. Bouncing, smooth transitions and extension.</p>	<p>consistently.</p> <p>Able to perform in time with a partner and group.</p> <p>Independently use compositional ideas in sequences such as changes in height, speed and direction.</p> <p>Develop an increased range of body actions and shapes to include in a sequence.</p> <p>Define muscles groups needed to support the core of their body.</p> <p>Refine taking weight on small and large body parts, for example, hand and shoulder.</p> <p><b>Skills</b></p> <p>Cartwheel progressions. Using STEP. Judging. Changes in speed. Shoulder roll. Shoulder stand. Showing flow. Fitness through tabattas.</p>	<p>Develop symmetry individually, as a pair and in a small group.</p> <p>Compare performances and judge strengths and areas for improvement.</p> <p>Select a component for improvement. For example - timing or flow.</p> <p>Perform more complex actions, shapes and balances with consistency.</p> <p><b>Skills</b></p> <p>Symmetry &amp; asymmetry. Perform counterbalances. Round off progressions. Linking cartwheels &amp; roundoffs. Performing pathways.</p>	<p>Work independently and in small groups to make up own sequences.</p> <p>Arrange own apparatus to enhance work and vary compositional ideas.</p> <p>Experience flight on and off of high apparatus.</p> <p>Perform increasingly complex sequences.</p> <p>Combine own ideas with others to build sequences.</p> <p>Compose and practise actions and relate to music.</p> <p>Show a desire to improve across a broad range of gymnastics actions.</p> <p><b>Skills</b></p> <p>Prepare for vaulting. Dismounting from height. Flight in unison &amp; cannon. Use music. Create group patterns. Entrance and relationships to one another. Use stimuli such as ribbons and hoops.</p>
<p><b>To acquire, apply and evaluate skills and techniques: Games- multi-sports/striking and fielding</b></p> <p>Can use ball skills and tactics within a game involving attacking and defending</p>		<p><b>To acquire, apply and evaluate skills and techniques: Games-striking and fielding</b></p> <p>Can use techniques and accurately apply ball skills and tactics across a range of striking and fielding games.</p>		<p><b>To acquire, apply and evaluate skills and techniques: Games-striking and fielding</b></p> <p>Can use their skills, tactical knowledge and awareness of the different roles within competitive games to maximise team performance.</p>	
<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Able to hit objects with	To develop hitting skills	To be able to adhere to	To develop the range of	Link together a range of	Apply with consistency



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<p>hand or bat. Track and retrieve a rolling ball. Throw and catch a variety of balls and objects. Develop sending and receiving skills to benefit fielding as a team. Distinguish between the roles of batters and fielders. Introduce the concept of simple tactics. <b>Skills</b> Use a range of throwing and rolling skills. Return a ball to a base/zone. Work with others to stop players scoring runs. Self-feed and hit a ball. Run between bases to score points.</p>	<p>with a variety of bats. Practice feeding/bowling skills. Hit and run to score points in games. Work on a variety of ways to score runs in the different hit, catch, run games. Begin to play the role of wicketkeeper or backstop. <b>Skills</b> Hit with bats (some still hitting with hands). Use kicking to send a ball and score points. Use underarm bowling. Play as part of a team. Run to 'safety'. Outwit bowler and shot to space. Move in line to stop ball.</p>	<p>some of the basic rules of striking and fielding skills. To develop a range of skills to use in isolation and a competitive context. To use basic skills with more consistency including striking a bowled ball. <b>Skills</b> <b>General</b> – Bowl with some accuracy and consistency. Use the long barrier to collect a rolling ball/collect and return a moving ball. <b>Cricket</b> – Forward drive into space. Foot placement to hit the ball effectively. Use overarm throw to send ball longer distances. Explore role of wicket keeper. <b>Rounders</b> – Consistently bat one handed. Use underarm bowling action to bowl a 'good' ball. Selecting best base to throw to get players out. Introduction to the role of the backstop.</p>	<p>striking and fielding skills they can apply in a competitive context Choose and use a range of simple tactics in isolation and in a game context. Consolidate existing skills and apply with consistency. Strike the ball with intent, use decision making to attempt direction. <b>Skills</b> <b>General</b> – Directing hit to score runs. Attempt to stop a bouncing ground ball with some success. <b>Cricket</b> – Anticipate when to run to score singles. Bowl overarm from a stationary position. Attempt a pull shot in a game. Intercept the ball with one hand. <b>Rounders</b> – Run at speed to avoid being stumped. Play backstop in small game. Use rounders scoring system. Explain bowling rules. Full and half rounders.</p>	<p>skills and use in combination. Collaborate with a team to choose, use and adapt rules in games. Recognise how some aspects of fitness apply to striking and fielding e.g., power, flexibility, and cardiovascular endurance Develop retrieving and returning the ball. <b>Skills</b> <b>General</b> – Throw for accuracy over short distances. Recognise where to play. <b>Cricket</b> – Calling for runs with partner. Start to keep wicket. Attempt a bowling with a run up. Forward defensive shot. Setting a field. <b>Rounders</b> – Body position to catch a ball to stump players out. Apply backwards hit rule, attempt to catch a backward hit. Distinguish between deep and close fielding</p>	<p>standard rules in a variety of different styles of games. Attempt a small range of shots in isolation and in competitive scenarios. Use a range of tactics for attacking and defending in the role of bowler, batter and fielder. <b>Skills</b> <b>General</b> – Demonstrate urgency when acquiring runs/rounders. Track and catch high balls. Work in pairs to field a long ball. <b>Cricket</b> – Fielding positions, slip, short leg and cover. Bowling short. On and off drive. <b>Rounders</b> – Play using standard rounders pitch layout. Bowling fast ball. Play tactically to avoid overtaking teammates.</p>
<p><b>To acquire, apply and evaluate skills and techniques: Games- multi-sports-Invasion games</b> Can use ball skills and tactics within a game involving attacking and defending</p>		<p><b>To acquire, apply and evaluate skills and techniques: Games-Invasion Games</b> Can use techniques and accurately apply ball skills and tactics across a range of invasion games</p>		<p><b>To acquire, apply and evaluate skills and techniques: Games-Invasion Games</b> Can use their skills, tactical knowledge and awareness of the different roles within competitive games to maximise team performance.</p>	
<p style="text-align: center;"><b>Year 1</b></p>	<p style="text-align: center;"><b>Year 2</b></p>	<p style="text-align: center;"><b>Year 3</b></p>	<p style="text-align: center;"><b>Year 4</b></p>	<p style="text-align: center;"><b>Year 5</b></p>	<p style="text-align: center;"><b>Year 6</b></p>



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<p>To practice basic movements including running, jumping, throwing and catching. To begin to engage in competitive activities. To experience opportunities to improve agility, balance and coordination. To recognise rules and apply them in competitive and cooperative games. Use and apply simple strategies for invasion games.</p> <p><b>Skills</b> Send to targets. Catch and intercept. Bounce ball to self. Defend a target. Attack and defend as a pair. Communicate with partner. Compete in a basic tournament 2v2.</p>	<p>Can send a ball using feet and can receive a ball using feet. Refine ways to control bodies and a range of equipment. Recall and link combinations of skills, e.g. dribbling and passing. To select and apply a small range of simple tactics. To work with others to build basic attacking play</p> <p><b>Skills</b> Kick with inside of foot and stop ball with feet. Control a ball. Bounce the ball to send it. Bounce a ball to begin to dribble. Throw/send a variety of equipment. Pass and move. Intercepting in a game. Play goalkeeper.</p>	<p>To perform some basic invasion games skills, throwing, catching, kicking and dribbling. To build attacking/offensive play. Able to show basic control skills including sending and receiving the ball. To send the ball with some accuracy to maintain possession and build attacking play. Able to implement basic rules of modified games Develop motor skills to handle sticks with ease and improve agility. Show basic skills to maintain possession. Use space efficiently to build an attack.</p> <p><b>Skills</b> <b>General</b> - Dribbling, passing in pairs. Defensive positioning. Building an attack. Finding space to receive the ball. Shot, pass, dribble theory. <b>Netball</b> – Chest, shoulder and bounce pass. Dodging to get free. <b>Tag Rugby</b> – Ball handling. Running past defenders. Evading taggers and tag protocol.</p>	<p>Show increasing confidence and perform with more consistency a selection of basic skills such as dribbling, throwing and shooting Develop a wider range of ball handling skills Use footwork rules in a game situation and explore basic marking. Passing over longer distance. Moving towards the ball to receive the pass. Pass and move with the ball as a team to build attacks. Apply a small range of tactics in a competitive situation. Demonstrate increased speed and endurance during game play. Evaluating skills, tactics and teamplay to aid improvement.</p> <p><b>Skills</b> <b>General</b> – Passing over longer distances, use some marking technique and introduce some defending principles. <b>Netball</b> – Protecting the ball, basic shooting, playing within 3rds, 1to1 marking, footwork rules. <b>Tag Rugby</b> – Picking up and running with ball,</p>	<p>Use strength, agility and coordination when defending. Increase power and strength of passes, moving the ball accurately in a variety of situations. Select and apply a range of tactics and techniques and play with consistency. To play effectively in a variety of positions and formations on the pitch. Relate a greater number of attacking and defensive tactics to gameplay Become more skilful when performing movements at speed. Select and apply appropriate skill in a game situation.</p> <p><b>Skills</b> <b>General</b> – Combine basic skills with confidence such as dribbling and shooting. Select and apply appropriate skills in a game situation. <b>Netball</b> – Effective bounce pass in game, use a greater variety of dodging skills, pivot and pass, 2 handed shooting. <b>Tag Rugby</b> – Tagging opposition, when to run and when to pass into space, deny space to</p>	<p>Apply aspects of fitness to the game such as power, strength, agility and coordination. Choose and implement a wider range of strategies to play defensively and offensively. Grasp more technical aspects of the game. Observe, recognise and analyse good individual and team performances. Suggest, plan and lead simple drills for given skills. Combine and perform more complex skills at speed in games. Use set plays in game situation and explain when and why they are used. Switch effectively as a team between defence and attack.</p> <p><b>Skills</b> <b>General</b> – Compare performances. Comprehend and show why player with the ball should keep moving or be ready to pass quickly. <b>Netball</b> – Double bounce rule, marking to pass or shoot, organisation around the D, rebounds as attacker and defender, knocking the ball away. <b>Tag rugby</b> – Set play for</p>
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			correct ball carrying position, keeping possession.	opposition, pop pass, magic diamond formation, 3 step and pass technique.	attacking, take the distance not the time, spaces not faces.
<b>To acquire, apply and evaluate skills and techniques: Games- multi-sports-Net/wall Games</b> Can use ball skills and tactics within a game		<b>To acquire, apply and evaluate skills and techniques: Games- Net/wall Games</b> Can use techniques and accurately apply ball skills and tactics in net/wall games		<b>To acquire, apply and evaluate skills and techniques: Games- Net/wall Games</b> Can use their skills, tactical knowledge and awareness of the different roles within competitive net/wall games to maximise team performance.	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Able to send an object with increased confidence using hand or bat. Move towards a moving ball to return it. Sending and returning a variety of balls/objects such as balloons and beachballs. Track, intercept and stop a variety of objects such as balls and beanbags. Select and apply skills to beat the opposition</p> <p><b>Skills</b> Sliding and receiving a ball/beanbag. Explore different ways of sending a ball. Moving towards and returning balls. Scoring points against opposition. Attempt to hit a ball. Basic rally with slow moving objects (balloon). Feeding the ball over a net. Track balls. Develop core strength to send objects from a sitting,</p>	<p>Be able to track the path of a ball over a net and move towards it Begin to hit and return a ball using hands and racquets with some consistency Play modified net/wall games throwing, catching and sending over a net Be able to make it difficult for their opponent to score a point. Begin to choose specific tactics appropriate to the situation. Improve agility and coordination and use in a game</p> <p><b>Skills</b> Identify dominant and nondominant side. Use basic serving rules in a game. Able to self-feed a ball to a partner using a racquet. Develop agility in isolated challenges. Develop the ready position to receive a ball.</p>	<p>Identify and describe some rules of net/wall games. Serve to begin a game. Explore forehand hitting. Play with some understanding of modified court boundaries.</p> <p><b>Skills</b> <b>Tennis</b> – Ready position. Hit to different areas of court. Perform a forehand shot. Move towards the ball to return. Serve with some accuracy to targets.</p>	<p>Explore and use different shots with both the forehand and backhand. Demonstrate different net/wall skills. Practise some trick shots in isolation. Work to return the serve. Demonstrate different court positions in gameplay.</p> <p><b>Skills</b> <b>Tennis</b> – Correct position to return balls. Consistently send forehand to targets. Introduce backhand. Work cooperatively to score points in simple doubles play</p>	<p>Use different types of serves in-game and new shots learnt in games. Play with others to score and defend points in competitive games. Move confidently around the playing area using footwork techniques. Develop further ways of playing with others cooperatively and in competition. Introduce Volley shots and Overhead shots. Further, explore Tennis service rules</p> <p><b>Skills</b> <b>Tennis</b> – Volley shots. Clearing from the back of court. Different positioning for doubles games. Approach the ball and forehand and backhand. Conditioned games to encourage using different shot types.</p>	<p>Develop a wider range of shots. Begin to select and apply more sophisticated tactics such as net play, and offensive and defensive positioning. Play with fluency with a partner in doubles/partner scenarios. Develop backhand shots. Begin to use full scoring systems Continue developing doubles play and tactics to improve.</p> <p><b>Skills</b> <b>Tennis</b> - Introduce the lob. Communication in doubles play. Two handed backhand shot. Use full rules for modified tennis games. Use doubles tactics and court positioning effectively in competition.</p>





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kneeling, and standing position.	Play a variety of roles in a simple game. Throw into space to make it difficult for opponent to return. Play out a point from a serve.				
		<b>To acquire, apply and evaluate skills and techniques: OAA</b> Can use simple navigational resources and problem-solving strategies to move from one known location to another safely.		<b>To acquire, apply and evaluate skills and techniques: OAA</b> Can independently, and as a team member, use knowledge of distance, equipment, direction and location to plan routes for others to navigate safely.	
		<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
		Work with others to solve problems. Describe their work and use different strategies to solve problems. Lead others and be led Differentiate between when a task is competitive and when it is collaborative. <b>Skills</b> Use non-verbal communication effectively. Develop further simple map reading skills. Respond to and resolve problems as a team. Participate in trust activities. Plan on route map	Work well in a team or group within defined and understood roles. Plan and refine strategies to solve problems. Identify the relevance of and use maps, compass and symbols. Identify what they do well and suggest what they could do to improve. <b>Skills</b> Recognise compass points. Use a compass. Follow a course. Work cooperatively with a partner to follow a map and solve problems. Recognise a range of standard map symbols. Evaluate their own success.	Explore ways of communicating in a range of challenging activities. Navigate and solve problems from memory. Develop and use trust to complete the task and perform under pressure. <b>Skills</b> Use memory and recall skills. Work at maximum physical capacity e.g., when running. Use control cards. Perform under pressure. Perform safely and with control. Classify and interpret simple morse code	Use information given by others to complete tasks and work collaboratively. Undertake more complex tasks. Take responsibility for a role in a task. Use knowledge of PE and physical activities to suggest design ideas & amendments to games. <b>Skills</b> Follow and orient a map. Identify objects in a scavenger hunt. Perform complex group pyramid balances. Tie a reef knot. Design your own game using, refining, and adapting group ideas
<b>Sports leadership</b>		<b>Sports leadership</b>		<b>Sports leadership</b>	



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Can understand and show a good sporting attitude when performing individually or as part of a team or group.		Can lead others and act as a respectful team member.		Can uphold the spirit of fair play and respect and act as a good role model in all sporting situations	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Understand the concept of 'waiting your turn'</p> <p>Work with a partner to help improve their performance</p> <p>Contribute as part of a team competing against other teams</p> <p>Work in collaboration with others to score points</p> <p>Show support and encouragement to other competitors</p> <p>Value the efforts of others when they perform</p> <p>Recognise rules and apply them in game situations</p> <p>Start to recognise how own actions can impact others</p> <p>Play cooperatively in a game situation</p>	<p>Discuss what it means to be a team player</p> <p>Work cooperatively to develop skills and complete tasks</p> <p>Recognise own contribution to and impact on a task or game</p> <p>Start to use scoring system fairly to evaluate own performance and that of others</p> <p>When working in close proximity, consider others and respect their space and boundaries</p> <p>Show awareness of teammates and opponents in games</p> <p>Be prepared to play in a variety of positions in games</p> <p>Explore their emotions around different challenges</p>	<p>Contribute to basic scoring of a range games, events and performances</p> <p>Contribute ideas when creating sequences or discussing tactics</p> <p>Comment on performance of peers describing what they did well</p> <p>Identify how to improve own and others work and be tactful</p> <p>Show understanding of individual role in a team performance</p> <p>Adhere to basic rules of recognised games</p> <p>Be aware of and be prepared to undertake demands of different positions in team games</p> <p>Work as part of a team showing support and encouragement to teammates</p> <p>Lead others and be lead</p>	<p>Work with others to score and record performances accurately</p> <p>Analyse with teammates how improve performance</p> <p>Start to identify strengths and weaknesses in a performance/game</p> <p>Compare performances to previous ones, evaluating improvements</p> <p>Use and apply the basic rules of recognised games</p> <p>Show fair play when applying rules</p> <p>Play competitively with others and against others</p> <p>Show self-control when performing with others</p> <p>Start to play the role of umpire or referee</p> <p>Listen respectfully to peers in role of umpire/referee</p> <p>Play specific games using recognised techniques of those games</p> <p>Recognise how playing as a team can improve one's communication skills</p> <p>Listen and be directed by others</p>	<p>Distinguish between good and poor performances and suggest ways to improve self and others</p> <p>Listen to and use guidance from peers to improve performance</p> <p>Demonstrate maximum effort when working as part of a team</p> <p>Work responsibly and collaboratively with a partner or as part of a team</p> <p>Take the lead in a group</p> <p>Show perseverance during games and commitment to team</p> <p>Use and apply the basic rules of recognised games fairly and consistently</p> <p>Discuss with teammates how specific skills/tactics can be improved within the game</p> <p>Take on the role of umpire/referee with increasing confidence</p> <p>Respectfully accept decision of peers in role of umpire/referee</p>	<p>Accurately and confidently record scores across a range of sporting situations</p> <p>Work collaboratively to include more complex compositional ideas</p> <p>Identify strengths and weaknesses in a performance and work to improve them</p> <p>Use appropriate language when evaluating performance of self or peers or when explaining tactics</p> <p>Know and apply with consistency standard rules of (modified) games</p> <p>Use speaking and listening skills to umpire/referee and play with peers without dispute</p> <p>Suggest, plan and lead a warm up or drill</p> <p>Support peers who lead warm up or drills</p> <p>Take the lead when working in groups/pairs suggesting how to refine actions</p>





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				Put trust in others and demonstrate trustworthy behaviour	Show respect the views of others when they take the lead Take responsibility for a role in a games or performance task
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