PE tracking for 2019-20 Year group 1 - Year 6 in 20\_\_\_\_\_\_ to 20\_\_\_\_\_\_

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| Focus Areas | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Creative & Physical Activities | Begin to develop agility and coordination, catching and throwing skills.  Become increasingly confident in extending agility and coordination individually. | Become confident in performing a range of basic skills. They will extend their agility and coordination, individually and with others. | In all physical activity  WT: Take part in all activities with close guidance.  Exp: Pupils should continue to develop a broad range of skills and use them in different ways. They should communicate, collaborate and compete with each other. They will develop an understanding of how to improve and how to recognise their own success. Compare their performances with previous ones and show improvement.  **GD: Begin to take on a leadership role in some areas of activity.** | In all physical activity  WT: Take part in all activities with close guidance. | In all physical activity  WT: Develop a range of skills, recognising improvements they make.  Exp: Pupils should continue to apply and develop a broader range of skills and use them in different ways. They should  communicate, collaborate and compete with each other. They will develop an understanding of how to improve and learn how to evaluate their own performance. Compare their performances with previous ones and aim to achieve their personal best.  **GD: Demonstrate leadership skills across all areas and help others to improve in some.** | In all physical activity  WT: Develop a range of skills, recognising improvements they make. |
| Gymnastics | Begin to develop balance. **Extend confidence in balance**. | Become confident in extending balance with others. | Develop flexibility, strength, technique, control and balance. |  | Further develop flexibility, strength, technique, control and balance. Link actions to make sequences of movement. |  |
| Dance | Begin to develop coordination. They should be able to copy and remember simple movement patterns.  **Perform dances using movement patterns.** | Extend coordination. They should perform dances using simple movement patterns.  **Suggest different movements to perform in a dance.** | Perform dances using a range of movement patterns. |  | Perform dances using combinations of movement patterns. **Contribute ideas to dance routines.** |  |
| Athletics | Develop fundamental movement skills including throwing, catching, running and jumping. | They should master basic movements including running, jumping, throwing and catching. | Use running, jumping, throwing and catching in isolation and in combination. |  | Use running, jumping, throwing and catching in isolation and in combination with increased accuracy. |  |
| Games | They should be able to engage in competitive (against self) and co-operative physical activities in a range of situations. **Apply these skills in a range of activities.** | Be competitive (against self and others) and co-operative in a range of physical activities. **Participate in team games; develop tactics for attack and defense.** | Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. |  | Play competitive games and apply principles of attack and defense. |  |
| Outdoor & Adventurous (inc Problem Solving) |  |  | Take part in challenges, individually and within a team. |  | Compete in OAA challenges both individually and within a team. |  |
| Swimming |  |  | Swim confidently over a distance of up to 25 metres.  Practise safety activities in different water-based situations. |  | Swim a range of strokes confidently over a distance of at least 25 metres  perform safe self-rescue in different water-based situations. |  |

Names of children working at different attainments:

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| --- | --- | --- | --- |
| Foundation | Working towards | Expected | Greater depth |
|  |  |  |  |

Notes on children:

In Early Years Owlets Class PE is covered as part of the ***physical development strand***????? ***and there are physical development opportunities designed to be available in the outdoor area for most of the day.*** .The development statements and their order should not be taken as necessary steps for individual children. They should not be used as check lists. The age/stage bands overlap because these are nit fixed boundaries but suggest a typical range of development. Evidence of coverage and children’s progress is through teacher knowledge and discussions from observing the children and taking photographs, which can be record in the children learning Journey using the computer program ‘2simple’

22-36 Share photographs of children’s family and friends and pets – has a sense of immediate family and relations

30-50 Show interest in the lives of people who are familiar to them. .Begin to recognise special times and events- personal history

40-60+ **ELG in Bold**

***Enjoys joining in routines and customs***

***Talk about past and current events in their own lives show respect and empathy for similarities and differences***

***Exceeding- Children know the difference between past and present events in their own lives and some reasons why people’s lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things.***