



Year 5 PE Progression Steps

Year 5	Developing	Expected Standard	Exceeding	PE Language
Gymnastics	<ul style="list-style-type: none"> With support, pupils plan and perform a sequence containing specified elements (as outlined in chosen core task). Pupils are beginning to perform all actions and balances with control. Pupils are beginning to perform balances showing body extension. Pupils work well with a partner. Pupils can use some set criteria to make simple judgements about performances. Pupils suggest simple ways performances could be improved. 	<ul style="list-style-type: none"> Pupils plan and perform a sequence containing specified elements (as outlined in chosen core task). Pupils perform all actions and balances with control. Pupils perform balances showing body extension. Pupils work well with a partner or in a small group. Pupils use set criteria to make simple judgements about performances. Pupils suggest ways performances could be improved. 	<ul style="list-style-type: none"> With confidence, pupils plan and perform a sequence containing specified elements (as outlined in chosen core task). Pupils confidently perform all actions and balances with control. Pupils confidently perform balances showing body extension. Pupils work well in a variety of different groupings. Pupils independently use set criteria to make simple judgements about performances. Pupils confidently suggest ways performances could be improved. 	<ul style="list-style-type: none"> Asymmetry Symmetry Display Matching, mirroring Flight Feet apart, feet together Crouch Inclined
Dance	<ul style="list-style-type: none"> Pupils develop and adapt dance phrases. Pupils use some linking movements to ensure fluency. Pupils vary the order and direction of movements. Pupils perform skills and movement patterns. With support, pupils work cooperatively with others. Pupils describe and suggest ways to improve their own performances. 	<ul style="list-style-type: none"> Pupils compose, develop and adapt dance phrases. Pupils use linking movements to ensure fluency. Pupils vary the order, timing, speed and direction of movements. Pupils perform skills and movement patterns accurately. Pupils work cooperatively with others. Pupils describe and suggest ways to improve their own and others' performances. 	<ul style="list-style-type: none"> Pupils compose, develop and adapt dance phrases. Pupils confidently use linking movements to ensure fluency. Pupils vary the order, timing, speed and direction of movements. Pupils perform skills and movement patterns accurately. Pupils work cooperatively with others, in a range of groupings. Pupils confidently describe and suggest ways to improve their own and others' performances. 	<ul style="list-style-type: none"> Dance style, technique Formation, pattern, gesture, rhythm Language specific to particular dance styles (pavane, haka) Motif, variation
Games Striking and Fielding	<ul style="list-style-type: none"> Pupils hit the ball with a degree of accuracy. Pupils are developing their understanding of how to move into different positions to retrieve the ball. With guidance, pupils select appropriate fielding positions. Pupils are developing tactics to try to outwit their opponents. Pupils understand rules and scoring 	<ul style="list-style-type: none"> Pupils use a range of techniques to hit the ball. Pupils move into different positions to retrieve the ball. Pupils select appropriate fielding positions. Pupils use tactics to try to outwit their opponents. Pupils agree on their own rules and scoring system. 	<ul style="list-style-type: none"> Pupils confidently use a range of techniques to hit the ball. Pupils confidently move into different positions to retrieve the ball. Pupils confidently select appropriate fielding positions. Pupils confidently use tactics to try to outwit their opponents. Pupils agree on their own rules and scoring system and can relay this 	<ul style="list-style-type: none"> Stance The crease of batting point Non-striker Leg-side Offside Home base Pitch Over Innings

	<p>systems.</p> <ul style="list-style-type: none"> With support, pupils identify what they have done well and what they need to improve. 	<ul style="list-style-type: none"> Pupils identify what they have done well and what they need to improve. 	<p>confidently to others.</p> <ul style="list-style-type: none"> Pupils confidently identify what they have done well and what they need to improve. 	
<p>Games Net and Wall</p>	<ul style="list-style-type: none"> Pupils use forehand shots. Pupils are able to get the ball into a space. With support, pupils are developing their understanding of how to use tactics effectively. Pupils play the ball away from their opponent. Pupils apply rules fairly. With support, pupils create a scoring system. 	<ul style="list-style-type: none"> Pupils use forehand and backhand shots. Pupils select appropriate shots to get the ball into a space. Pupils choose and use some tactics effectively. Pupils play the ball away from their opponent. Pupils apply rules consistently and fairly. Pupils create a scoring system. 	<ul style="list-style-type: none"> Pupils use forehand, backhand and overhead shots. Pupils select appropriate shots to get the ball into a space. Pupils choose and use a range of tactics effectively. Pupils confidently play the ball away from their opponent. Pupils apply rules consistently and fairly. Pupils create a scoring system and can relay this confidently to others. 	<ul style="list-style-type: none"> Forehand, backhand, volley, overhead Rally Singles, doubles Using width/depth Change direction/speed Short tennis, badminton Defending court, covering court/partner
<p>Games Invasion</p>	<ul style="list-style-type: none"> Pupils can pass and dribble. With support, pupils find a space to receive a pass. Pupils catch/receive the ball. Pupils are developing their understanding of how to work as a team to keep possession of the ball. Pupils are beginning to make decisions when playing a game. With support, pupils agree on their own rules to suit the equipment. 	<ul style="list-style-type: none"> Pupils can pass, dribble and shoot effectively. Pupils find a space to receive a pass. Pupils consistently catch/receive the ball. Pupils work well as a team to keep possession of the ball. Pupils make decisions quickly when playing a game. Pupils agree on their own rules to suit the equipment. 	<ul style="list-style-type: none"> Pupils can pass, dribble and shoot effectively and consistently. Pupils confidently find a space to receive a pass. Pupils consistently catch/receive the ball with accuracy. Pupils work well as a team to keep possession of the ball. Pupils make decisions quickly when playing a game. Pupils agree on their own rules to suit the equipment and can explain these confidently. 	<ul style="list-style-type: none"> Keep possession Passing Dribbling Shooting Shielding the ball Width, depth Support Marking, covering
<p>Athletics - Running</p>	<ul style="list-style-type: none"> Pupils look up whilst running. With support, pupils demonstrate good running technique (strong driving arm action and head relatively still). Pupils can change pace when asked to. With support, pupils can adapt their pace to the length of the run. With support, pupils observe and comment on their own performance. With support, pupils say what they have done well. 	<ul style="list-style-type: none"> Pupils look up whilst running in a straight line (able to stay in their own lane). Pupils demonstrate good running technique (strong driving arm action). Pupils run at different speeds. Pupils adapt their pace to the length of the run. Pupils observe and comment on others' performance. Pupils say what they have done well and what they need to improve. 	<ul style="list-style-type: none"> Pupils look up whilst running in a straight line (able to stay in their own lane). Pupils demonstrate good running technique (strong driving arm action and head relatively still). Pupils run competently at different speeds. Pupils show confidence adapting their pace to the length of the run. Pupils observe and comment on others' performance with confidence. Pupils confidently say what they have done well and what they need to improve. 	<ul style="list-style-type: none"> Race, run-up Position of feet on last stride Pacing, stamina Strength and speed = power Suppleness Relay take-over area Time, measure, record Set targets

<p>Athletics - Jumping</p>	<ul style="list-style-type: none"> • With support, pupils perform a range of basic jumps in isolation. • With guidance, pupils put together a combination of jumps. • With support, pupils select appropriate jumps to help them travel further. • Pupils are able to do a run-up. • When prompted, pupils bend their knees and use their arms to propel themselves. • With support, pupils discuss how to improve their own performance. 	<ul style="list-style-type: none"> • Pupils perform a range of basic jumps in isolation. • Pupils put together a combination of jumps. • Pupils select appropriate jumps to help them travel further/higher. • Pupils choose an appropriate run-up. • Pupils bend their knees and use their arms to propel themselves. • Pupils discuss how to improve their own and others' performance. 	<ul style="list-style-type: none"> • Pupils competently perform a range of basic jumps in isolation. • Pupils put together a combination of jumps competently. • Pupils confidently select appropriate jumps to help them travel further/higher. • Pupils choose an appropriate run-up. • Pupils bend their knees and use their arms to propel themselves. • Pupils confidently discuss how to improve their own and others' performance. 	<ul style="list-style-type: none"> • Race, run-up • Position of feet on last stride • Pacing, stamina • Strength and speed = power • Suppleness • Relay take-over area • Time, measure, record • Set targets
<p>Athletics - Throwing</p>	<ul style="list-style-type: none"> • With support, pupils perform a range of basic throws in isolation. • With support, pupils accurately throw a range of equipment. • With support, pupils select appropriate throws to throw for height or distance. • Pupils are able to do a run-up. • With guidance, pupils use arm and leg actions to help their throws. • With support, pupils discuss how to improve their own performance. 	<ul style="list-style-type: none"> • Pupils perform a range of basic throws in isolation. • Pupils accurately throw a range of equipment. • Pupils select appropriate throws to throw for height or distance. • Pupils choose to use a run-up. • Pupils use strong arm and leg actions to help their throws. • Pupils discuss how to improve their own and others' performance. 	<ul style="list-style-type: none"> • Pupils confidently perform a range of basic throws in isolation. • Pupils accurately throw a wide range of equipment. • Pupils demonstrate competence in selecting appropriate throws to throw for height or distance. • Pupils know when/when not to use a run-up. • Pupils consistently use strong arm and leg actions to help their throws. • Pupils confidently discuss how to improve their own and others' performance. 	<ul style="list-style-type: none"> • Race, run-up • Position of feet on last stride • Pacing, stamina • Strength and speed = power • Suppleness • Relay take-over area • Time, measure, record • Set targets
<p>OAA</p>	<ul style="list-style-type: none"> • With support, pupils orientate a map properly. • With support, pupils plan out a simple strategy for completing a challenge. • With support, pupils implement strategies. • With support, pupils work as a group. • With support, pupils identify what they do well as individuals. • With support, pupils identify what they do well as a team. 	<ul style="list-style-type: none"> • Pupils orientate a map properly. • Pupils plan out a strategy for completing a challenge. • Pupils implement and refine strategies. • Pupils work increasingly well as a group. • Pupils identify what they do well as individuals. • Pupils identify what they do well as a team. 	<ul style="list-style-type: none"> • Pupils confidently orientate a map properly. • Pupils confidently plan out a strategy for completing a challenge. • Pupils confidently implement and refine strategies. • Pupils work efficiently as a group. • Pupils confidently identify what they do well as individuals. • Pupils confidently identify what they do well as a team. 	<ul style="list-style-type: none"> • Maps, diagrams • Orienteering • Panning a journey • Challenges, problem solving • Plan-strategies and approaches • Do-try, review, try again or improve • Review-talk about and agree good ways of working • Teamwork, collaborate and take on roles and responsibilities