

AWGS PE Skills Progression Matrix

Athletics	First Step	Bronze	Silver	Gold	Olympic
Year 1 & 2	WTS	EXP	GDS		
Year 3 & 4		WTS	EXP	GDS	
Year 5 & 6			WTS	EXP	GDS
Acquiring and developing skills	<p>I can run safely on the balls of my feet</p> <p>I can jump and land bending my knees</p> <p>I can throw with power</p>	<p>I can run at different speeds</p> <p>I can jump from a standing position</p> <p>I can throw an object with one hand</p>	<p>I can change speed & direction whilst running</p> <p>I can jump for height and distance from a standing position</p> <p>I can accurately throw an object with one hand</p>	<p>I can run at pace appropriate to the distance I am running</p> <p>I can take a running jump</p> <p>I can demonstrate a range of throwing actions with power</p>	<p>I can use the correct start and finishing technique</p> <p>I can pace my jump and use my strong foot for take-off</p> <p>I can demonstrate a range of throwing actions using a variety of objects and the correct grip</p>
Selecting and applying skills, tactics and compositional ideas	<p>I can choose whether to use underarm/overarm throw</p> <p>I can perform skills in isolation</p>	<p>I can adjust technique depending on the specific event</p> <p>I can choose underarm/overarm throw depending on accuracy/power</p>	<p>I can link skills together in events</p>	<p>I can link skills together in events with fluency</p>	<p>I can use pace to outwit opponents</p> <p>I can alter the shape of my body in flight to improve my performance</p>
Evaluating and improving performance	<p>I can describe the performance of my partner</p>	<p>Suggest improvements to their own and others performances.</p>	<p>I can identify and describe elements of performance and technique which are effective.</p>	<p>I can watch a successful performance and comment on success/ techniques used.</p> <p>I can explain what needs to be practised and improved but still needs guidance</p>	<p>I can evaluate my own and others strengths and weaknesses in different athletics events</p> <p>I can perform in different events and show awareness of how to adapt skills accordingly</p>
Knowledge of health and fitness	<p>I can comment on the changes that happen to my body when I exercise.</p>	<p>I can recognise changes in the body during exercise</p>	<p>I can recognise a change in temperature & heart rate during exercise</p>	<p>I can recognise a change in heart rate, temperature and breathing rate</p>	<p>I know which areas of fitness each athletics event is testing</p>

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Dance	First Step	Bronze	Silver	Gold	Olympic
Year 1 & 2	WTS	EXP	GDS		
Year 3 & 4		WTS	EXP	GDS	
Year 5 & 6			WTS	EXP	GDS
Acquiring and developing skills	<p>I can copy the movement my partner makes.</p> <p>I can adapt movements when performing to quick/slow music.</p>	<p>I can create a short sequence of movements which can be repeated or taught to a partner.</p> <p>My movement includes stretch, rolls, turns, making shapes or action with bodies to show feeling/mood of music.</p>	<p>I can explore actions in response to stimuli; explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels and a growing range of possible movements</p> <p>I can talk about different stimuli as the starting point for creating dance phrases and short dances</p>	<p>I respond to the stimuli through the appropriate language, creating my own ideas and movement phrases</p> <p>I use a range of actions and begin to combine movement phrases and patterns.</p> <p>I begin to respond within a small group of partnership, to speed and level.</p>	<p>I can create a sequence of movements showing motif development, eg a circle shape could be described using a variety of body parts eg hips, shoulder and elbow and travel through space</p> <p>I can perform a variety of dance styles with accuracy and consistency</p> <p>I respond to a range of stimuli, improvising freely using a range of controlled movements and patterns</p>
Selecting and applying skills, tactics and compositional ideas	<p>I can link skills and actions together.</p> <p>My dances have a clear start and finish.</p>	<p>I can vary skills, actions and ideas, and link them in ways which suit the activity.</p> <p>I link movements/actions including floor to standing/stretching positions.</p> <p>I can make strong, sudden movements, or soft subtle when appropriate.</p>	<p>My performances have a beginning, middle and end.</p> <p>I perform skills/actions with co-ordination and control.</p> <p>I can develop a phrase of movement with added linking movements.</p>	<p>I use a range of movement and dance phrases within different ways (unison, canon) with a partner or group</p> <p>I begin to design their own movement phrases that respond to the stimuli or emotion.</p> <p>I use safe balances using different points of contact such as hands, back, hips.</p>	<p>I can select and structure dance motifs in relation to a chosen idea.</p> <p>I can improve the technical and expressive content and focus appropriately on the intention of the dance</p>
Evaluating and improving performance	<p>I can describe how my body could move if it were changing from a sharp shape to a soft melting shape.</p> <p>I comment on a shape which is strong, soft etc.</p>	<p>I talk about differences between my own and others performances.</p> <p>I can describe the shapes and moods created in different performances.</p> <p>I suggest improvements to my own and others performances.</p> <p>I understand that moving silently is important to a good performance.</p>	<p>I can watch my own/others performances and comment on how fidgeting/ unpolished actions can affect performance.</p> <p>I rehearse and perfect my own group dance, improving on evaluation points.</p>	<p>I observe how good dancers use their eyes to focus on, either a point in space or a body part.</p> <p>I can comment on skills and techniques used in my own and others work. I use this to evaluate and improve my own performance.</p> <p>I can perform silently with increased focus.</p>	<p>I can watch a professional piece of work and recognise skills and techniques I can achieved /performed myself</p> <p>I can refine my work to include an entrance and exit into the space, that is appropriate to the dance idea</p>
Knowledge of health and fitness	<p>I know why it is important to have bare feet in some activities</p> <p>I can describe how my heart beats faster when moving quickly.</p> <p>I know why it is important to warm up.</p>	<p>I can describe how my muscles feel after holding a still shape.</p> <p>I am aware of spaces and others working around them.</p>	<p>I can explain why it is important to warm up, particularly feet for dance activity.</p> <p>I explain why dance is good for developing strength, flexibility and suppleness</p>	<p>I can explain and apply basic safety principles.</p> <p>I can explain why warming up the feet and knees is important before jumping,</p> <p>I can describe how dance generates warmth in the muscles and causes sweating.</p> <p>I can describe the positive effects of nervousness can effect performance and the excitement/sense of achievement after performing.</p>	<p>I can warm up and cool down using whole body and isolated movements eg warming up the fingers in preparation for Indian/south Asian dance</p> <p>I can explain how dance can contribute to a more active lifestyle, aid fitness and improving self-confidence as well as making me feel good</p>

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Gym	First Step	Bronze	Silver	Gold	Olympic
Year 1 & 2	WTS	EXP	GDS		
Year 3 & 4		WTS	EXP	GDS	
Year 5 & 6			WTS	EXP	GDS
Acquiring and developing skills	<p>I can travel, stop, make a shape or action. I can copy a partner</p> <p>I perform basic gymnastic actions like traveling, rolling and jumping.</p>	<p>I can explore skills eg balance, take-off and landing and rolling.</p> <p>I can repeat and move smoothly from one to another.</p>	<p>I perform a variety of actions with increasing control.</p> <p>I can repeat accurately sequences of gymnastic actions.</p> <p>I can move smoothly from a position of stillness to a travelling movement.</p> <p>I move smoothly and in a controlled way from one position of stillness to another</p>	<p>I can put together sequences showing changes of direction and level– aim for control.</p> <p>I perform a range of rolls with control and accuracy.</p> <p>I explore different combinations of apparatus to look at shape, balance and travel.</p> <p>I know how to utilize this equipment to enhance my movements</p>	<p>I develop my sequence by combining greater variety of movements. Use control.</p> <p>I perform a range of rolls showing different entrances and exits.</p> <p>I perform combinations of actions and agilities that show clear differences between levels, speeds and directions, with fluency and accuracy</p> <p>I perform actions, shapes and balances clearly, consistently and fluently, with good body tension and extension</p>
Selecting and applying skills, tactics and compositional ideas	<p>I can link 2 actions together and repeat them eg bunny hop, monkey walk.</p> <p>I can follow a path linking beginning to end in a gymnastic way eg jumps, rolls, hands and feet</p>	<p>I can link together 4 actions with a start and finish position.</p> <p>I can move in different way eg on feet, hands and feet</p> <p>I can adapt the sequence to include apparatus or a partner.</p>	<p>I can link 6-8 actions together to make a sequence.</p> <p>I develop my linking movements and pathways to make my sequence more interesting</p> <p>I use different combinations of floor, mats and apparatus, showing control, accuracy and fluency.</p>	<p>I can link together 8-10 actions showing variety and control with a partner or in a small group.</p> <p>I perform my sequence to an audience showing variations in speed, direction and level.</p>	<p>I design and structure a sequence using refined skills eg symmetrical/asymmetrical shapes.</p> <p>I refine chosen sequences to show technical improvement eg forward roll to cartwheel or vice versa.</p>
Evaluating and improving performance	<p>I can describe my own movement/shape, and help my partner to perform it</p> <p>I can talk about the quality of what they are doing</p>	<p>I can describe my own shapes and those observed by others.</p> <p>I can pick out the best shapes and give suggestions eg leg straighter, toes pointed</p>	<p>I can compare and discuss my actions and those of others</p> <p>I use ideas from observation and discussion in my own work</p>	<p>I evaluate aspects of sequence eg body position, flow.</p> <p>I can discuss my performance to suggest positive ways to improve its quality.</p>	<p>I discuss and evaluate technical aspects of sequence. I consider my personal skills.</p> <p>I practise and perfect performance.</p>
Knowledge of health and fitness	<p>I can talk about how to move without bumping into others.</p> <p>I can describe how my heart pumps faster when I am running about</p>	<p>I can describe how warm and tired I feel after running quickly compared with sometimes moving more slowly.</p> <p>I will say why I must not rush about too close to one another or a wall, or other equipment</p>	<p>I will say that it is important to warm up the muscles before starting vigorous activity to get the heart pumping faster.</p> <p>I give reasons why an activity like gymnastics might be good for me because it makes me strong and supple</p>	<p>I can explain how I get ready to exercise starting slowly and then getting more vigorous.</p> <p>I demonstrate a selection of appropriate stretching exercises before I practise my skills.</p> <p>I can describe the effects of exercise such as increased heart rate and sweating.</p> <p>I know how exercise promotes an active and healthy lifestyle.</p>	<p>I warm up and cool down using mobility, whole body and static exercises. Those that are relevant to gymnastics include strength for arms, legs and abdominal muscles and suppleness for hamstrings, shoulders and hips.</p> <p>I explain that the body will respond in different ways.</p> <p>I explain how exercise helps me to take a more active role, keeps me fit and makes me feel good.</p>

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Invasion Games	First Step	Bronze	Silver	Gold	Olympic
Year 1 & 2	WTS	EXP	GDS		
Year 3 & 4		WTS	EXP	GDS	
Year 5 & 6			WTS	EXP	GDS
Acquiring and developing skills	<p>I can control and pass a ball on command over a variety of distances</p> <p>I can make simple decisions about when and where to run</p>	<p>I can send a ball accurately and control a ball on receiving it.</p> <p>I can travel with a ball showing increasing control using both hands and feet.</p>	<p>I can send and receive a ball from one direction to another.</p> <p>I can travel with a ball showing increasing control using both hands and feet.</p>	<p>I show precision and accuracy when sending and receiving</p> <p>I can travel with a ball showing changes of speed and directions using either foot or hand.</p>	<p>I can utilise scoring situations</p> <p>I can receive and send ball, making sensible choices to keep possession</p> <p>I can use both sides of the body with equal confidence and can control when in the air and on the ground.</p>
Selecting and applying skills, tactics and compositional ideas	<p>I can choose the best way of moving a ball quickly and accurately</p> <p>I can choose where best to stand to score/ defend scoring.</p>	<p>I can pass a ball to a point and shoot to a target</p> <p>I show awareness of keeping possession</p> <p>I can choose good places to stand when receiving</p>	<p>I can pass a ball to beat a defender/ gain better position to score.</p> <p>I can move into space in order to receive a pass.</p> <p>I try to keep possession of the ball for my team</p>	<p>I understand and use the roles of attackers and defenders</p> <p>I can beat an opponent by feinting in one direction and passing in another and by marking opponents tightly</p>	<p>I can organise myself and others into formations- attack/defence zones.</p>
Evaluating and improving performance	<p>I can describe the game to my partner and comment on what I am going to do.</p>	<p>I can discuss the importance of stopping and controlling a ball before trying to kick/strike/throw/score.</p>	<p>I can discuss how my team worked tactically to defend/ score a goal, or can comment how other teams worked effectively to score/defend.</p>	<p>I can watch a successful team and comment on success/ tactics used.</p> <p>I can show, in my next attempt, awareness of team members and opponents position.</p>	<p>I can evaluate my own and others strengths and weaknesses in different positions in a team game.</p> <p>I can play in different positions and show awareness of how to adapt skills to fulfil the role.</p>
Knowledge of health and fitness	<p>I can comment on the changes that happen to my body when I exercise.</p>	<p>I can talk about how to move in space safely.</p>	<p>I can discuss how the heart pumps faster when running about, and can comment on why an activity might be good for them.</p>	<p>I understand the importance of warming up the muscles and starting to think about sport specific movements/effects on body.</p>	<p>I can warm up and cool down, and I understand how different activities create different responses to the body such as for speed, stamina, strength and suppleness.</p> <p>I understand the benefits of physical activity for emotional and physical health.</p>

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Net & Wall Games	First Step	Bronze	Silver	Gold	Olympic
Year 1 & 2	WTS	EXP	GDS		
Year 3 & 4		WTS	EXP	GDS	
Year 5 & 6			WTS	EXP	GDS
Acquiring and developing skills	<p>I move fluently, changing direction and speed easily and avoiding collisions.</p> <p>I am developing hand eye co-ordination to strike a ball over a net.</p>	<p>I feed ball to partner or target; I receive with control.</p> <p>I can use the correct grip</p>	<p>I can catch and feed ball appropriately.</p> <p>I adopt a ready position when receiving a shot</p>	<p>I hit accurately at speed. I score points by hitting into opponent's court so it bounces x2</p>	<p>I play shots on both sides of the body and above my heads in practices and when the opportunity arises in a game.</p> <ul style="list-style-type: none"> - Forearm, backhand etc. <p>I can serve a ball accurately.</p>
Selecting and applying skills, tactics and compositional ideas	<p>I watch the ball carefully and move to block/stop the motion.</p> <p>I recognise the difference between soft and hard shots and can predict where a ball might land on court.</p>	<p>I watch the ball carefully as it comes over the net and move feet appropriately.</p> <p>I show how I keep the ball away from their opponents in a net game and send it to the best places to score a point.</p>	<p>I feed the ball accurately to hit over the net.</p> <p>I am aware of positioning myself to catch ball.</p>	<p>I can play short tennis doubles and singles using basic rules on full court.</p> <p>I can beat an opponent by feinting in one direction and passing in another.</p>	<p>I play a recognized version of a net game showing tactical awareness and knowledge of rules and scoring.</p> <p>I hit the ball with purpose, varying the speed, height and direction hit the ball from both sides of the body</p>
Evaluating and improving performance	<p>I can discuss the basic aim of the game.</p> <p>I can comment on how the game went.</p>	<p>I discuss the game.</p> <p>I discuss how I can improve my performance by working together.</p>	<p>I compare tactically how I stopped someone scoring in the game and can teach others.</p> <p>I discuss how I need to change my type of throw/hit to aim different targets.</p>	<p>I can comment on the success of my performance.</p> <p>I discuss how to restart a game after a point has been scored.</p>	<p>I evaluate my own and others strengths and weaknesses in different positions in a team game</p> <p>I adapt to play in singles and doubles style matches. I discuss how the game needs to be adapted.</p>
Knowledge of health and fitness	<p>I can describe basic effects on body.</p> <p>I am aware of basic safety rules when using equipment such as racquets.</p>	<p>I can describe how warm and tired I feel after running quickly compared with sometimes moving more slowly.</p> <p>I will say why I must not rush about too close to one another or a wall.</p>	<p>I will say that it is important to warm up the muscles before playing or to get the heart pumping faster.</p> <p>I give reasons why an activity might be good for me because it makes them strong and supple.</p>	<p>I describe exercise effects such as increased heart rate and sweating.</p> <p>I know how exercise promotes an active and healthy lifestyle.</p> <p>I explain how to get ready to play a game, starting slowly and then getting more vigorous. I show a selection of appropriate stretching exercises before I practise my skills.</p>	<p>I warm up and cool down using mobility, whole body and static exercise.</p> <p>I explain that the body will respond to different types of exercise, such as those that improve strength, stamina, speed and suppleness.</p> <p>I explain that exercise helps me to take a more active role, keeps me fit and makes me feel good.</p>

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Striking & Fielding Games	First Step	Bronze	Silver	Gold	Olympic
Year 1 & 2	WTS	EXP	GDS		
Year 3 & 4		WTS	EXP	GDS	
Year 5 & 6			WTS	EXP	GDS
<p>Acquiring and developing skills <i>Striking/ Hitting the ball</i></p> <p><i>Throwing/ Passing</i></p> <p><i>Catching/ receiving a ball</i></p> <p><i>Running/ bases</i></p>	<p>I can handle a range of equipment with increasing control.</p> <p>I can stop and control a medium ball on command.</p> <p>I can focus on the ball and move my body in line to stop it (soft large ball).</p> <p>I can run at different speeds around a set course, staying outside the bases.</p>	<p>I can strike a medium ball with a tennis racket</p> <p>I can throw a bean bag to a marked area.</p> <p>I can ready and shape my hands/arms into a catching position and catch a large ball using both hands.</p> <p>I can decide the best place to stand when fielding, so not to obstruct runners.</p>	<p>I can strike a ball, with medium and small surface areas</p> <p>I can throw/pass a ball to a target (team mate) accurately, and beginning to explore different ways of throwing.</p> <p>I can catch large to medium balls, shows awareness of moving body to adjust to position and direction of ball</p> <p>I can make tactical decisions about running and moving between bases/zones.</p>	<p>I can hit a ball well, giving enough time to score a point.</p> <p>I can discuss and perform the best throw to field the ball (under arm short distance, over arm long) .</p> <p>I know to keep the ball away from the opponents and throw to the best place to score a point/ score a player out. I can discuss and perform the best throw to field the ball (under arm short distance, over arm long).</p> <p>I know to keep the ball away from the opponents and throw to the best place to score a point/ score a player out. I understand how to adapt my speed to increase the chances of scoring a point. I can decide whether to take a run/ have the time to score a point</p>	<p>I can adapt my body position to bat the ball to different sides of a field.</p> <p>I can pass accurately at speed often receiving the ball from one direction and passing to another.</p> <p>I stand ready to receive a ball, track and move my body into a space to catch a ball. I can use different skills to field a ball e.g long barriers/ diving catch.</p> <p>I tactically decide how to run, and I run a direct line around bases (not looping wide).</p>
<p>Selecting and applying skills, tactics and compositional ideas</p>	<p>I show awareness of space around myself and others.</p>	<p>I can describe my game to a friend and help them to play.</p>	<p>I can comment on the game and how best to score points.</p>	<p>I can discuss tactics about best ways to score a point/ stop a person from scoring.</p> <p>I understand how to beat an opponent by working/ communicating as a team.</p>	<p>I understand how to beat an opponent by working/ communicating as a team, positioning team mates so that they work as effectively as possible.</p>
<p>Evaluating and improving performance</p>	<p>I can comment on what was good about a game and how to make it better.</p>	<p>I can discuss ways to score more points/ improve performance.</p>	<p>I can discuss ways of improving performance by working as a team.</p>	<p>I can discuss how to improve with comments on using and applying skills and tactics.</p> <p>I can comment on success and improvements to help the team, I can use this to teach others.</p>	<p>Pupils evaluate their own and others strengths and weaknesses in different positions.</p>
<p>Knowledge of health and fitness</p>	<p>I can comment on the changes that happen to my body when I exercise.</p>	<p>I can talk about how to move in space safely.</p>	<p>I can discuss how the heart pumps faster when running about.</p>	<p>I can comment on why it is important to warm up/ cool down, and can suggest why activity is good for them.</p> <p>I can suggest activities that would help warm up muscles used in the sport and explain why this is important.</p>	<p>I can describe the effects of exercise and how the body will respond in different ways to different types of exercise</p>