

Chatsworth Infant School and Burnt Oak Junior School



PE PRO - Learning Ladder

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>GYMNASTICS</p> <p>Balance on one foot</p> <p>Roll, crawl, walk</p> <p>Shift body weight to improve stability</p> <p>Move or balance on a different surface</p>	<p>GYMNASTICS</p> <p>Perform different shapes showing a basic level of stillness using various parts of their bodies.</p> <p>Begin to take weight on different body parts.</p> <p>Understand which movements stretch different parts of their bodies.</p> <p>Link different action and movement together.</p>	<p>GYMNASTICS</p> <p>Perform balances that makes their body stretched, tensed and curled while using creativity.</p> <p>For short periods of time be able to hold weight on their hands.</p> <p>Demonstrate poses and actions that challenge their flexibility.</p> <p>Remember, repeat and connect basic actions together.</p>	<p>GYMNASTICS</p> <p>Be able to perform balances on different body parts with some balance and control.</p> <p>Using apparatus to be able to hold body weight on different body parts.</p> <p>Show an improvement of extension and flexibility in actions.</p> <p>Copy, remember, repeat and plan linking basic actions while showing some control and technique.</p>	<p>GYMNASTICS</p> <p>Complete balances with increasing technique, control and stability.</p> <p>Be able to hold balances on different body parts for a longer period of time.</p> <p>Demonstrate increased flexibility and extension in their balances.</p> <p>Either on the floor or on apparatus be able to put movements together that flow.</p>	<p>GYMNASTICS</p> <p>Perform balances on their own and with a partner showing good tension.</p> <p>Demonstrate increasing control strength, and technique when taking own and others weight in balances and actions.</p> <p>While performing more challenging balances continue to show good tension and stability.</p> <p>Plan and perform sequences that flow while showing control and technique with and without a partner.</p>	<p>GYMNASTICS</p> <p>Be able to remain in control while going from one balance to another.</p> <p>Understand how strength can help improve actions and movements they perform.</p> <p>Show an understanding of how flexibility can help improve movements.</p> <p>Using control and good quality movements and actions, create and perform a more complex sequences, with and without a partner.</p>	<p>GYMNASTICS</p> <p>Combine and perform more complex balances with control and technique that is fluid.</p> <p>Demonstrate more complex actions with a good level technique and strength.</p> <p>Confidently transition from one action to another showing appropriate control and extension for the complexity of the action.</p> <p>Plan and perform with control, precision and fluency, a sequence of actions that includes a wide range of different skills and balances.</p>

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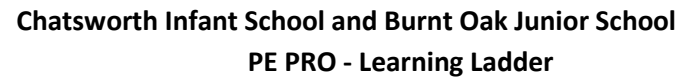
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Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>DANCE</p> <p>Tap out repeated rhythm</p> <p>Add action or dance to nursery rhymes</p> <p>Use different parts of the body to explore space and movement</p>	<p>DANCE</p> <p>Copy basic body actions and rhythms.</p> <p>Choose and use travelling actions, shapes and balances.</p> <p>Travel in different pathways using the space around them.</p> <p>Begin to use dynamics and expression with guidance.</p> <p>Begin to count to music.</p>	<p>DANCE</p> <p>Copy, remember and repeat actions.</p> <p>Choose actions for an idea.</p> <p>Use changes of direction, speed and levels with guidance.</p> <p>Show some sense of dynamic & expressive qualities.</p> <p>Begin to use counts.</p>	<p>DANCE</p> <p>Copy, remember and repeat a series of actions.</p> <p>Select from a wider range of actions in relation to a stimulus.</p> <p>Use pathways, levels, shapes, directions, speeds and timing with guidance.</p> <p>Use mirroring and unison when completing actions with a partner.</p> <p>Show a character through actions, dynamics and expression.</p> <p>Use counts with help to stay in time with the music.</p>	<p>DANCE</p> <p>Copy remember and perform a dance phrase.</p> <p>Create short dance phrases that communicate an idea.</p> <p>Use canon, unison and formation to represent an idea.</p> <p>Match dynamic and expressive qualities to a range of ideas.</p> <p>Use counts to keep in time with a partner and group.</p>	<p>DANCE</p> <p>Copy, remember and adapt set choreography.</p> <p>Choreograph considering structure individually, with a partner and in a group.</p> <p>Use action and reaction to represent an idea.</p> <p>Change dynamics to express changes in character or narrative.</p> <p>Use counts when choreographing short phrases.</p>	<p>DANCE</p> <p>Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.</p> <p>Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus.</p> <p>Confidently perform choosing appropriate dynamics to represent an idea.</p> <p>Use counts accurately when choreographing to perform in time with others and the music.</p>	<p>DANCE</p>

Chatsworth Infant School and Burnt Oak Junior School



PE PRO - Learning Ladder



Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Chatsworth Infant School and Burnt Oak Junior School



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Fundamental Movement Skill / Multi Skills / Athletics	Fundamental Movement Skills/Multi Skills/Athletics	Fundamental Movement Skills/Multi Skills/Athletics	Fundamental Movement Skills/Multi Skills/Athletics	Fundamental Movement Skills/Multi Skills/Athletics	Fundamental Movement Skills/Multi Skills/Athletics	Fundamental Movement Skills/Multi Skills/Athletics	Fundamental Movement Skills/Multi Skills/Athletics
Jump forward a small distance	Run and stop, showing some control of direction and stopping.	Attempt to run at different speeds, showing an awareness of peers & technique.	Show balance and coordination when running at different speeds, regularly avoiding peers and using effective technique.	Show balance, coordination and technique when running at different speeds, stopping with control, and consistently avoiding peers.	Consistently show balance, coordination and technique when running at different speeds, stopping with control, and consistently avoiding peers.	Run at speed over longer distances or for longer periods of time.	Demonstrate a controlled running technique over longer distances or for longer periods of time.
Squat with steadiness	Jump with bent knees, avoiding falling over.	Attempt to jump from two feet, and hop with some control, showing awareness of technique.	Connect running and jumping movements with some control and balance.	Show hopping and jumping actions, attempting different take offs and landings, while generally maintaining balance.	Show hopping and jumping actions, including running as a transition in-between, attempting different take offs and landings, while maintaining balance.	Demonstrate an understanding of agility & evasion, running in different directions at speed, and attempting changes of speed and changes of direction to avoid peers.	Show a clear understanding of agility & evasion, running in different directions at speed, and changes of speed and changes of direction to avoid peers.
Land with two when jumping a small distance	Throw different balls and beanbags into space, aiming for large targets but expecting minimal success.	Throw towards a large target, with some success.	Show hopping and jumping movements with some balance and control, demonstrating an awareness of technique.	Jump for distance and height with an awareness of technique, balance and coordination.	Jump for distance and height, showing balance and control.	Show control at take-off and landing in more complex jumping activities, with running transitions in-between.	Transition between running, jumping and hopping actions with greater control and coordination.
Throw bean bags in the desired direction	Balance in a stationary position, and while moving.	Show some control and balance when traveling at different speeds.	Show some understanding of different throws.	Throw a variety of shape & size balls, or beanbags, at a target or for distance, changing action for accuracy and distance.	Throw with some accuracy and power towards a target area.	Show accuracy and power when throwing for distance, often hitting the target.	Consistently show control at take-off and landing in more complex jumping activities, with running transitions in between.
	Explore the coordination of different limbs, in a free play environment.	Show a basic understanding of balance and coordination when changing direction.	Show control and balance when travelling at different speeds.	Show coordination of their body with	Demonstrate good balance when performing other fundamental skills.	Demonstrate good balance and control when performing other fundamental skills.	Show accuracy and good technique when throwing for distance,

Chatsworth Infant School and Burnt Oak Junior School



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			<p>changing direction.</p> <p>Demonstrate coordination with increased control, with and without equipment.</p>	<p>increased consistency in a variety of activities.</p>	<p>Show balance when changing direction at speed in combination with other skills.</p>	<p>Can coordinate a range of body parts at increased speed.</p>	<p>regularly hitting the target.</p> <p>Change direction with a fluent action, transitioning smoothly</p>
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Chatsworth Infant School and Burnt Oak Junior School



PE PRO - Learning Ladder

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
If you do forest school please add objectives here							
<p>Move around nursery climbing equipment a1</p> <p>Explore the outdoor environment of the Nursery a1</p> <p>Be curious and interested to explore new and familiar experiences in nature a2</p> <p>Use all their senses in hands-on exploration of natural materials Sum 2</p>	<p>OAA</p> <p>At this stage, children will engage in basic outdoor activities that focus on developing their gross motor skills, coordination, and spatial awareness. This might include activities such as climbing on low-level structures, balancing on beams, and navigating simple obstacle courses.</p>	<p>Forest School</p> <p>be equal, unique and valuable be competent to explore & discover experience appropriate risk and challenge choose, and to initiate and drive their own learning and development experience regular success develop positive relationships with themselves and other people develop a strong, positive relationship with their natural world</p>	<p>Forest School</p> <p>be equal, unique and valuable be competent to explore & discover experience appropriate risk and challenge choose, and to initiate and drive their own learning and development experience regular success develop positive relationships with themselves and other people develop a strong,</p>	<p>OAA</p> <p>Introduction to Maps: Introduce basic map reading skills, such as understanding symbols and using a key. Start with simple maps of the school grounds.</p> <p>Teach children how to navigate using simple instructions, such as left, right, straight, and landmarks. Practice these skills in a controlled environment, like a playground.</p>	<p>OAA</p> <p>Revisiting basic map reading skills, such as understanding symbols and using a key. Start with simple maps of the school grounds. Children begin to independently navigate the school grounds successfully..</p> <p>Revisiting how to navigate using simple instructions, such as left, right, straight, and landmarks. Practice these skills in a controlled environment, like a playground.Children begin to independently navigate the school grounds successfully.</p>	<p>OAA</p> <p>Revisiting map reading skills, such as understanding symbols and using a key. With maps of the school grounds. Children begin together to navigate the school grounds successfully.</p> <p>Progress to navigate using instructions, and coordinates such as left, right, straight, and landmarks. Practice these skills in a controlled environment, like a playground.Children begin to independently and in pairs navigate the</p>	<p>OAA</p> <p>Children will have the opportunity to consolidate and apply the skills they have developed throughout their primary school years.</p> <p>They may participate in more advanced activities and overnight trips.</p> <p>These activities will continue to enhance their problem-solving abilities, resilience, and self-confidence.</p>



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			positive relationship with their natural world			school grounds using coordinates..	
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Chatsworth Infant School and Burnt Oak Junior School



PE PRO - Learning Ladder

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Chatsworth Infant School and Burnt Oak Junior School



PE PRO - Learning Ladder

Ball control	Invasion Games/Striking & Fielding Games/Ball Control	Invasion Games/Striking & Fielding Games/Ball Control	Invasion Games/Striking & Fielding Games/Ball Control	Invasion Games/Striking & Fielding Games/Ball Control	Invasion Games/Striking & Fielding Games/Ball Control	Invasion Games/Striking & Fielding Games/Ball Control	Invasion Games/Striking & Fielding Games/Ball Control
Kick a stationary ball with either foot	Collect & control a ball with two hands.	Drop and catch a ball after one bounce on the move.	Dribble a ball with two hands on the move.	Dribble the ball with one hand with some control in game situations.	Link dribbling the ball with other actions with increasing control.	Use a variety of throwing techniques with some control under increasing pressure.	Use a variety of throwing techniques with control, under pressure, following the tactical decisions made to find success.
Grasp, release with two hands to throw and catch a large ball or bean bag	Move a ball with feet, with minimal control.	Move a ball using different parts of the foot.	Dribble a ball with some success, stopping it when required.	Dribble a ball with feet with some control in game situations.	Change direction when dribbling with feet with some control in game situations.	In game situations, catch and intercept a ball using one and two hands with some success.	In game situations, catch and intercept a ball using one and two hands with increasing success.
Throw a ball with increasing force	Throw and roll a variety of beanbags and larger balls to space.	Throw and roll towards a target with some varying techniques, and limited success.	Throw and roll towards a target using varying techniques with some success.	Use a variety of throwing techniques in game situations.	Use a variety of throwing techniques with increasing success in game situations. Kick with increasing success in game situations.	Receive & control a ball using different parts of the foot under pressure	Receive & control a ball with consideration to the next move.
Pat/hit/ kick a ball	Throw a beanbag with minimal direction or control.	Kick a stationary ball towards a stationary target.	Show balance when kicking towards a target.	Kick towards a partner in game situations.	Catch a ball passed to them using one and two hands with increasing success.	Use a variety of techniques to change direction to lose an opponent.	Confidently use a variety of techniques to change direction to successfully outwit an opponent.
	Attempt to stop a large ball sent to them using feet.	Catch a beanbag and a medium-sized ball, with varying levels of success.	Catch an object passed to them, with and without a bounce.	Catch a ball passed to them using one and two hands with some Success.	Catch a ball passed to them using one and two hands with increasing success.	Create and use space for self and others with some success.	
	Run and stop when instructed, with minimal balance or control.	Run, stop and change direction with some balance	Move to track a ball and stop it using feet	Receive a ball sent to them using different parts of the foot,	Receive a ball sent to them using different	Understand the	

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PE PRO - Learning Ladder

	<p>area showing limited awareness of others.</p> <p>Make simple decisions in response to a situation.</p>	<p>and control.</p> <p>Recognise space in relation to others.</p> <p>Begin to use simple tactics with guidance.</p>	<p>with limited success.</p> <p>Strike a ball using a racket. Run, stop and change direction with balance and control.</p> <p>Move to space to help score goals or limit others scoring. Use simple tactics.</p>	<p>with some success.</p> <p>Strike a ball with varying techniques & success.</p> <p>Change direction with increasing speed in game situations.</p> <p>Use space with some success in game situations.</p> <p>Use simple tactics individually and within a team.</p>	<p>parts of the foot under pressure.</p> <p>Strike a ball using varying techniques with increasing accuracy.</p> <p>Change direction to lose an opponent while maintaining some control of the ball, with some success.</p> <p>Create and use space with some success in game situations.</p> <p>Use simple tactics to help their team score or gain possession.</p>	<p>need for tactics and can identify when to use them in different situations.</p>	<p>Effectively create and use space for self and others to outwit an opponent.</p> <p>Work collaboratively to create tactics within their team and evaluate the effectiveness of these.</p>
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