

PE Progression Overview



Physical Education (general knowledge)

EYFS Year 1 Year 2	Year 3	Year 4	Year 5 Year 6	
<p>I can describe how the body feels when still and when exercising.</p> <p>I can describe how the body feels before, during and after exercise.</p> <p>I can carry and place equipment safely.</p>	<p>I can recognise and describe how the body feels during and after different physical activities.</p> <p>I can explain what they need to stay healthy</p>	<p>I can recognise and describe the effects of exercise on the body.</p> <p>I know the importance of strength and flexibility for physical activity.</p> <p>I can explain why it is important to warm up and cool down.</p>	<p>I can describe how the body reacts at different times and how this affects performance. I can explain why exercise is good for your health.</p> <p>I know some reasons for warming up and cooling down.</p>	<p>I know and understand the reasons for warming up and cooling down.</p> <p>I can explain some safety principles when preparing for and during exercise.</p> <p>I can understand the importance of warming up and cooling down.</p> <p>I can carry out warm-ups and cool-downs safely and effectively.</p> <p>I understand why exercise is good for health, fitness and wellbeing.</p> <p>I know ways they can become healthier</p>

Gymnastics (general skills)

<p>Early Years Outcomes</p> <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing. (PD: Reception) Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. (PD: Reception) Combine different movements with ease and fluency. (PD: Reception) Negotiate space and obstacles safely, with consideration for themselves and others. (PD: ELG) Demonstrate strength, balance and coordination when playing. (PD: ELG) Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (PD: ELG) 	<p>KS1 National Curriculum Aims</p> <p>The main KS1 national curriculum aims covered in the Gymnastics units are:</p> <ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities. 	<p>KS2 National Curriculum Aims</p> <p>The main KS2 national curriculum aims covered in the Gymnastics units are:</p> <ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
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EYFS Year 1 Year 2	Year 3	Year 4	Year 5 Year 6
<p>I can create a short sequence of movements.</p> <p>I can roll in different ways with control.</p> <p>I can travel in different ways.</p> <p>I can stretch in different ways.</p> <p>I can jump in a range of ways from one space to another with control.</p> <p>I can begin to balance with control.</p> <p>I can move around, under, over, and through different objects and equipment.</p> <p>I can create and perform a movement sequence.</p> <p>I can copy actions and movement sequences with a beginning, middle and end.</p> <p>I can link two actions to make a sequence.</p> <p>I can recognise and copy contrasting actions (small/tall, narrow/wide).</p> <p>I can travel in different ways, changing direction and speed.</p> <p>I can hold still shapes and simple balances.</p> <p>I can carry out simple stretches.</p> <p>I can carry out a range of simple jumps, landing safely.</p> <p>I can move around, under, over, and through different objects and equipment.</p> <p>I can begin to move with control and care</p> <p>I can copy, explore and remember actions and movements to create my own sequence.</p> <p>I can link actions to make a sequence.</p> <p>I can travel in a variety of ways, including rolling.</p> <p>I can hold a still shape whilst balancing on different points of the body.</p> <p>I can jump in a variety of ways and land with increasing control and balance.</p> <p>I can climb onto and jump off the equipment safely.</p> <p>I can move with increasing control and care.</p>	<p>I can choose ideas to compose a movement sequence independently and with others.</p> <p>I can link combinations of actions with increasing confidence, including changes of direction, speed or level.</p> <p>I can develop the quality of their actions, shapes and balances.</p> <p>I can move with coordination, control and care.</p> <p>I can use turns whilst travelling in a variety of ways. I can use a range of jumps in their sequences.</p> <p>I can begin to use equipment to vault.</p> <p>I can create interesting body shapes while holding balances with control and confidence.</p> <p>I can begin to show flexibility in movements.</p>	<p>I can create a sequence of actions that fit a theme.</p> <p>I can use an increasing range of actions, directions and levels in their sequences.</p> <p>I can move with clarity, fluency and expression.</p> <p>I can show changes of direction, speed and level during a performance.</p> <p>I can travel in different ways, including using flight.</p> <p>I can improve the placement and alignment of body parts in balances.</p> <p>I can use equipment to vault in a variety of ways.</p> <p>I can carry out balances, recognising the position of their centre of gravity and how this affects the balance.</p> <p>I can begin to develop good technique when travelling, balancing and using equipment.</p> <p>I can develop strength, technique and flexibility throughout performances.</p>	<p>I can select ideas to compose specific sequences of movements, shapes and balances.</p> <p>I can adapt my sequences to fit new criteria or suggestions.</p> <p>I can perform jumps, shapes and balances fluently and with control.</p> <p>I can confidently develop the placement of my body parts in balances, recognising the position of my centre of gravity and where it should be in relation to the base of the balance.</p> <p>I can confidently use equipment to vault in a variety of ways.</p> <p>I can apply skills and techniques consistently.</p> <p>I can develop strength, technique and flexibility throughout performances.</p> <p>I can combine equipment with movement to create sequences.</p> <p>I can create my own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.</p> <p>I can demonstrate precise and controlled placement of body parts in my actions, shapes and balances.</p> <p>I can confidently use equipment to vault and incorporate this into sequences.</p> <p>I can apply skills and techniques consistently, showing precision and control.</p> <p>I can develop strength, technique and flexibility throughout performances.</p>

Gymnastics (progression of individual skills)					
	EYFS Year 1	Year 2	Year 3	Year 4 Year 5	Year 6
Rolls	<p>Curled side roll (egg roll)</p> <p>Log roll (pencil roll)</p> <p>Teddy bear roll</p> <p>Log roll (controlled)</p> <p>Curled side roll (egg roll) (controlled)</p> <p>Teddy bear roll (controlled)</p>	<p>As Year 1, plus:</p> <p>Rocking forward roll</p> <p>Crouched forward roll</p>	<p>Crouched forward roll</p> <p>Forward roll from standing</p> <p>Tucked backward roll</p>	<p>Forward roll from standing</p> <p>Straddle forward roll</p> <p>Tucked backward roll</p> <p>Backward roll to straddle</p> <p>As Year 4, plus:</p> <p>Pike forward roll</p>	<p>As Year 4 and 5, plus:</p> <p>Dive forward roll</p> <p>Backward roll to standing pike</p> <p>Pike backward roll</p>

<p>Jumps</p> <p>Vault – with springboard and vault or other suitable raised platform, e.g. gymnastics table</p> <p>Handstands, Cartwheels and Round-offs</p> <p>Travelling and Linking Actions</p>	<p>Straight jump</p> <p>Tuck jump</p> <p>Jumping jack</p> <p>Half turn jump</p> <p>Bunny hop</p> <p>Bunny hop</p> <p>Tiptoe, step, jump and hop</p> <p><i>As EYFS, plus:</i></p> <p>Cat spring</p> <p>Straight jump off springboard</p> <p>Front support wheelbarrow with partner</p> <p>Tiptoe, step, jump and hop</p> <p><i>As EYFS, plus:</i></p> <p>Tiptoe, step, jump and hop</p> <p>Hopscotch</p> <p>Skipping</p> <p>Galloping</p>	<p><i>As EYFS and Year 1, plus:</i></p> <p>Cat spring to straddle</p> <p><i>As Year 1, plus:</i></p> <p>Hurdle step onto springboard</p> <p>Tuck jump off springboard</p> <p>Bunny hop</p> <p>Front support wheelbarrow with partner</p> <p>T-lever</p> <p>Scissor kick</p> <p><i>As Year 1, plus:</i></p> <p>Straight jump half-turn</p>	<p>Straight jump</p> <p>Tuck jump</p> <p>Jumping jack</p> <p>Star jump</p> <p>Straddle jump</p> <p>Pike jump</p> <p>Straight jump half-turn</p> <p>Cat leap</p> <p>Hurdle step onto springboard</p> <p>Squat on vault</p> <p>Star jump off</p> <p>Tuck jump off</p> <p>Straddle jump off</p> <p>Pike jump off</p> <p>Handstand</p> <p>Lunge into handstand</p> <p>Cartwheel</p> <p>Tiptoe, step, jump and hop</p> <p>Hopscotch</p> <p>Skipping</p> <p>Chassis steps</p> <p>Straight jump half turn</p> <p>Cat leap</p>	<p><i>As Year 3, plus:</i></p> <p>Straight jump full-turn</p> <p>Cat leap half-turn</p> <p><i>As Year 3, plus:</i></p> <p>Straddle on vault</p> <p>Lunge into cartwheel</p> <p><i>As Year 3, plus:</i></p> <p>Straight jump full turn</p> <p>Cat leap half turn</p> <p>Pivot</p> <p><i>As Year 3 and 4, plus:</i></p> <p>Straight jump full-turn</p> <p>Cat leap half-turn</p> <p>Stag jump</p> <p>Split leap</p> <p><i>As Year 3 and 4, plus:</i></p> <p>Squat through vault</p> <p>Lunge into round-off</p> <p><i>As Year 3 and 4, plus:</i></p> <p>Lunge into round-off</p> <p><i>As Year 3 and 4</i></p>	<p><i>As Year 3, 4 and 5, plus:</i></p> <p>Cat leap full-turn</p> <p><i>As Year 3, 4 and 5, plus:</i></p> <p>Straddle over vault</p> <p><i>As Year 3, 4 and 5, plus:</i></p> <p>Hurdle step</p> <p>Hurdle step into cartwheel</p> <p>Hurdle step into round-off</p> <p><i>As Year 3, 4 and 5, plus:</i></p> <p>Cat leap full turn</p> <p><i>As Year 3, 4 and 5, plus:</i></p> <p>Develop technique, control and complexity of part-weight partner balances</p> <p>Group formations</p> <p>I can link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music. I can perform and apply a variety of skills and techniques confidently, consistently and with precision. I can begin to record my peers' performances, and evaluate these</p>
<p>Shapes and Balances</p>	<p>Standing balances</p> <p>Standing balances</p> <p>Kneeling balances</p> <p>Pike, tuck, star, straight, straddle shapes</p>	<p><i>As Year 1, plus:</i></p> <p>Large body part balances</p> <p>Balances on apparatus</p> <p>Balances with a partner</p> <p>Front and back support</p>	<p>Large and small body part balances, including standing and kneeling balances</p> <p>Balances on apparatus</p> <p>Matching and contrasting partner balances</p> <p>Pike, tuck, star, straight, straddle shapes</p> <p>Front and back support</p>	<p><i>As Year 3, plus:</i></p> <p>1, 2, 3 and 4- point balances</p> <p>Balances with and against a partner</p> <p><i>As Year 3 and 4, plus:</i></p> <p>Part body weight partner balances</p>	<p><i>As Year 3, 4 and 5, plus:</i></p> <p>Develop technique, control and complexity of part-weight partner balances</p> <p>Group formations</p>
<p>Compete and Perform</p>	<p>I can control my body when performing a sequence of movements.</p> <p>I can participate in simple games.</p> <p>I can perform using a range of actions and body parts with some coordination.</p> <p>I can begin to perform learnt skills with some control.</p>	<p>I can perform sequences of my own composition with coordination.</p> <p>I can perform learnt skills with increasing control.</p>	<p>I can develop the quality of the actions in my performances. I can perform learnt skills and techniques with control and confidence. I can compete against self and others in a controlled manner.</p>	<p>I can perform and create sequences with fluency and expression.</p> <p>I can perform and apply skills and techniques with control and accuracy.</p> <p>I can perform my own longer, more complex sequences in time to music.</p> <p>I can consistently perform and apply skills and techniques with accuracy and control.</p>	<p>I can link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music. I can perform and apply a variety of skills and techniques confidently, consistently and with precision. I can begin to record my peers' performances, and evaluate these</p>

Dance

Early Years Outcomes

- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (PD: ELG)
- Listen attentively, move to and talk about music, expressing their feelings and responses. (EAD: Reception)
- Watch and talk about dance and performance art, expressing their feelings and responses. (EAD: Reception)
- Explore and engage in music making and dance, performing solo or in groups. (EAD: Reception)
- Progress towards a more fluent style of moving, with developing control and grace. (PD: Reception)
- Combine different movements with ease and fluency. (PD: Reception)
- Develop overall body strength, balance, coordination and agility. (PD: Reception)

EYFS Year 1 Year 2

KS1 National Curriculum Aims

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities;
- perform dances using simple movement patterns.

KS2 National Curriculum Aims

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:

- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];
- perform dances using a range of movement patterns;
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Year 3 Year 4 Year 5 Year 6

<p>I can join a range of different movements together.</p> <p>I can change the speed of my actions.</p> <p>I can change the style of my movements.</p> <p>I can create a short movement phrase which demonstrates my own ideas.</p> <p>I can control my body when performing a sequence of movements.</p>	<p>I can copy and repeat actions.</p> <p>I can put a sequence of actions together to create a motif.</p> <p>I can vary the speed of their actions.</p> <p>I can use simple choreographic devices such as unison, canon and mirroring.</p> <p>I can begin to improvise independently to create a simple dance</p> <p>I can perform using a range of actions and body parts with some coordination.</p> <p>I can begin to perform learnt skills with some control</p>	<p>I can copy, remember and repeat actions.</p> <p>I can create a short motif inspired by a stimulus.</p> <p>I can change the speed and level of their actions.</p> <p>I can use simple choreographic devices such as unison, canon and mirroring.</p> <p>I can use different transitions within a dance motif.</p> <p>I can move in time to music.</p> <p>I can improve the timing of my actions.</p> <p>I can perform sequences of their own composition with coordination.</p> <p>I can perform learnt skills with increasing control.</p> <p>I can compete against self and others.</p>	<p>I can begin to improvise with a partner to create a simple dance.</p> <p>I can create motifs from different stimuli.</p> <p>I can begin to compare and adapt movements and motifs to create a larger sequence. I can use simple dance vocabulary to compare and improve work.</p> <p>I can perform with some awareness of rhythm and expression.</p> <p>I can develop the quality of the actions in my performances.</p> <p>I can perform learnt skills and techniques with control and confidence.</p> <p>I can compete against self and others in a controlled manner.</p>	<p>I can identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>I can compose a dance that reflects the chosen dance style.</p> <p>I can confidently improvise with a partner or on their own.</p> <p>I can compose longer dance sequences in a small group. I can demonstrate precision and some control in response to stimuli.</p> <p>I can begin to vary dynamics and develop actions and motifs in response to stimuli.</p> <p>I can demonstrate rhythm and spatial awareness.</p> <p>I can change parts of a dance as a result of self-evaluation. I can use simple dance vocabulary when comparing and improving work.</p> <p>I can perform and create sequences with fluency and expression.</p> <p>I can perform and apply skills and techniques with control and accuracy.</p>	<p>I can identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>I can compose individual, partner and group dances that reflect the chosen dance style.</p> <p>I can show a change of pace and timing in my movements.</p> <p>I can develop an awareness of my use of space.</p> <p>I can demonstrate imagination and creativity in the movements I devise in response to stimuli.</p> <p>I can use transitions to link motifs smoothly together.</p> <p>I can improvise with confidence, still demonstrating fluency across the sequence.</p> <p>I can ensure my actions fit the rhythm of the music.</p> <p>I can modify parts of a sequence as a result of self and peer evaluation.</p> <p>I can use more complex dance vocabulary to compare and improve work.</p> <p>I can perform my own longer, more complex sequences in time to music.</p> <p>I can consistently perform and apply skills and techniques with accuracy and control.</p>	<p>I can identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>I can compose individual, partner and group dances that reflect the chosen dance style.</p> <p>I can use dramatic expression in dance movements and motifs.</p> <p>I can perform with confidence, using a range of movement patterns.</p> <p>I can demonstrate strong and controlled movements throughout a dance sequence.</p> <p>I can combine flexibility, techniques and movements to create a fluent sequence.</p> <p>I can move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.</p> <p>I can show a change of pace and timing in my movements.</p> <p>I can move rhythmically and accurately in dance sequences.</p> <p>I can improvise with confidence, still demonstrating fluency across my sequence.</p> <p>I can dance with fluency and control, linking all movements and ensuring that transitions flow.</p> <p>I can demonstrate consistent precision when performing dance sequences.</p>
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			<p>I can modify some elements of a sequence as a result of self and peer evaluation.</p> <p>I can use complex dance vocabulary to compare and improve work.</p> <p>I can link actions to create a complex sequence using a full range of movement.</p> <p>I can perform the sequence in time to music.</p>
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Athletics

<p>Early Years Outcomes</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. (PD: ELG) • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (PD: ELG) • Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, hopping, walking, skipping, jumping, climbing. (PD: Reception) 	<p>KS1 National Curriculum Aims</p> <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:</p>	<p>KS2 National Curriculum Aims</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination; • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending; • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; • compare their performances with previous ones and demonstrate improvement to achieve their personal best
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<ul style="list-style-type: none"> • Develop overall body strength, balance, coordination and agility. (PD: Reception) • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. (PD: Reception) <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities; • participate in team games, developing simple tactics for attacking and defending. 					
EYFS Year 1 Year 2	Year 3	Year 4	Year 5	Year 6	
<p>I can run in different ways for a variety of purposes.</p> <p>I can vary my pace and speed when running.</p> <p>I can jump in a range of ways, landing safely.</p> <p>I can run with a basic technique over different distances.</p> <p>I can roll equipment in different ways.</p> <p>I can show good posture and balance.</p> <p>I can throw underarm.</p> <p>I can throw an object at a target</p> <p>I can jog in a straight line.</p> <p>I can change direction when jogging.</p> <p>I can sprint in a straight line.</p> <p>I can change direction when sprinting.</p> <p>I can maintain control as they change direction when jogging or sprinting.</p> <p>I can perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to the same foot or one foot to the opposite foot.</p> <p>I can perform a short jumping sequence.</p> <p>I can jump as high as possible.</p> <p>I can jump as far as possible.</p>	<p>I can run at different paces, describing the different paces.</p> <p>I can use a variety of different stride lengths.</p> <p>I can travel at different speeds.</p> <p>I can begin to select the most suitable pace and speed for distance.</p> <p>I can complete an obstacle course.</p> <p>I can vary the speed and direction in which I am travelling.</p> <p>I can run with basic techniques following a curved line. I am able to maintain and control a run over different distances</p> <p>I can perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.</p> <p>I can identify and demonstrate how different techniques can affect my performance. I can focus on my arm and leg action to improve my sprinting technique. I can begin to combine running with jumping over hurdles. I can focus on trail leg and lead leg action when running over hurdles. I can understand the importance of adjusting running pace to suit the distance being run.</p> <p>I can use one and two feet to take off and to land with. I can develop an effective take-off for the standing long jump. I can develop an effective flight phase for the standing long jump. I can land safely and with control.</p> <p>I can throw with greater control and accuracy. I can show increasing control in my overarm throw. I can perform a push throw. I can continue to develop techniques to throw for increased distance</p>	<p>I can confidently demonstrate an improved technique for sprinting. I can carry out an effective sprint finish. I can perform a relay, focusing on the baton changeover technique. I can speed up and slow down smoothly.</p> <p>I can learn how to combine a hop, step and jump to perform the standing triple jump. I can land safely and with control. I can begin to measure the distance jumped.</p> <p>I can perform a pull throw. I can measure the distance of my throws. I can continue to develop techniques to throw for increased distance.</p>	<p>I can accelerate from a variety of starting positions and select my preferred position. I can identify my reaction times when performing a sprint start. I can continue to practise and refine my technique for sprinting, focusing on an effective sprint start. I can select the most suitable pace for the distance and my fitness level in order to maintain a sustained run. I can identify and demonstrate stamina, explaining its importance for runners.</p> <p>I can improve techniques for jumping for distance. I can perform an effective standing long jump. I can perform the standing triple jump with increased confidence. I can develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. I can land safely and with control. I can measure the distance and height jumped with accuracy. I can investigate different jumping techniques.</p> <p>I can perform a fling throw. I can throw a variety of implements using a range of throwing techniques.</p>	<p>I can recap, practise and refine an effective sprinting technique, including reaction time. I can build up speed quickly for a sprint finish. I can run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. I can accelerate to pass other competitors. I can work as a team to competitively perform a relay. I can confidently and independently select the most appropriate pace for different distances and different parts of the run. I can demonstrate endurance and stamina over longer distances in order to maintain a sustained run.</p> <p>I can develop the technique for the standing vertical jump. I can maintain control at each of the different stages of the triple jump. I can land safely and with control. I can develop and improve my techniques for jumping for height and distance and support others in improving their performance. I can perform and apply different types of jumps in other contexts. I can set up and lead jumping activities including measuring the jumps with confidence and accuracy.</p> <p>I can perform a heave throw. I can measure and record the distance of my throws. I can continue to develop techniques to throw for increased distance and support others in improving my personal best. I can develop and refine techniques to throw for accuracy.</p>	

<p>I can land safely and with control.</p> <p>I can work with a partner to develop the control of their jumps</p> <p>I can throw underarm and overarm.</p> <p>I can throw a ball towards a target with increasing accuracy.</p> <p>I can improve the distance I can throw by using more power</p>	<p>I can combine different jumps together with some fluency and control.</p> <p>I can jump for distance from a standing position with accuracy and control.</p> <p>I can investigate the best jumps to cover different distances.</p> <p>I can choose the most appropriate jumps to cover different distances.</p> <p>I know that the leg muscles are used when performing a jumping action.</p> <p>I can throw different types of equipment in different ways, for accuracy and distance.</p> <p>I can throw with accuracy at targets of different heights.</p> <p>I can investigate ways to alter their throwing technique to achieve greater distance.</p>			<p>I can measure and record the distance of my throws.</p> <p>I can continue to develop techniques to throw for increased distance.</p>	
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Games

<p>Early Years Outcomes</p> <ul style="list-style-type: none"> • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. (PD: Reception) • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. (PD: Reception) • I can negotiate space and obstacles safely, with consideration for myself and others. (PD: ELG) • I can demonstrate my balance and coordination. (PD: ELG) • I can move energetically, when running, jumping, dancing, hopping, skipping and climbing. (PD: ELG) 		<p>KS1 National Curriculum Aims</p> <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities; • participate in team games, developing simple tactics for attacking and defending; • perform dances using simple movement patterns. 		<p>KS2 National Curriculum Aims</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination; • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending; • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 			
<p>Striking and Hitting a Ball</p>	<p>EYFS</p> <p>I can hit a ball with a bat or racquet</p>	<p>Year 1</p> <p>I can use hitting skills in a game. I can practise basic striking, sending and receiving.</p>	<p>Year 2</p> <p>I can strike or hit a ball with increasing control. I can learn skills for playing striking and fielding games. I can position the body to strike a ball.</p>	<p>Year 3</p> <p>I can demonstrate successful hitting and striking skills. I can develop a range of skills in striking (and fielding where appropriate). I can practise the correct batting technique and use it in a game. I can strike the ball for distance.</p>	<p>Year 4</p> <p>I can use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. I can accurately serve underarm. I can build a rally with a partner. I can use at least two different shots in a game situation. I can use hand-eye coordination to strike a moving and a stationary ball.</p>	<p>Year 5</p> <p>I can use different techniques to hit a ball. I can identify and apply techniques for hitting a tennis ball. I can explore when different shots are best used. I can develop a backhand technique and use it in a game. I can practise techniques for all strokes. I can play a tennis game using an overhead serve.</p>	<p>Year 6</p> <p>I can hit a bowled ball over longer distances. I can use good hand-eye coordination to be able to direct a ball when striking or hitting. I can understand how to serve in order to start a game.</p>
	<p>Throwing and Catching a Ball</p> <p>I can roll equipment in different ways. I can throw underarm. I can throw an object at a target. I can catch equipment using two hands</p>	<p>I can throw underarm and overarm. I can catch and bounce a ball. I can use rolling skills in a game. I can practise accurate throwing and consistent catching</p>	<p>I can throw different types of equipment in different ways, for accuracy and distance. I can throw, catch and bounce a ball with a partner. I can use throwing and catching skills in a game. I can throw a ball for distance. I can use hand-eye coordination to control a ball. I can vary the types of throw used</p>	<p>I can throw and catch with greater control and accuracy. I can practise the correct technique for catching a ball and use it in a game. I can perform a range of catching and gathering skills with control. I can catch with increasing control and accuracy. I can throw a ball in different ways (e.g. high, low, fast or slow). I can develop a safe and effective overarm bowl.</p>	<p>I can develop different ways of throwing and catching</p>	<p>I can consolidate different ways of throwing and catching, and know when each is appropriate in a game.</p>	<p>I can throw and catch accurately and successfully under pressure in a game.</p>
<p>Travelling with a Ball</p>	<p>I can move a ball in different ways, including bouncing and kicking. I can use equipment to control a ball</p>	<p>I can travel with a ball in different ways. I can travel with a ball in different directions (side to side, forwards and backwards) with control and fluency</p>	<p>I can bounce and kick a ball whilst moving. I can use kicking skills in a game. I can use dribbling skills in a game</p>	<p>I can move with the ball in a variety of ways with some control. I can use two different ways of moving with a ball in a game.</p>	<p>I can move with the ball using a range of techniques, showing control and fluency.</p>	<p>I can use a variety of ways to dribble in a game with success. I can use ball skills in various ways, and begin to link together</p>	<p>I can show confidence in using ball skills in various ways in a game situation, and link these together effectively.</p>
<p>Passing a Ball</p>	<p>I can kick an object at a target</p>	<p>I can pass the ball to another player in a game. I can use kicking skills in a game</p>	<p>I know how to pass the ball in different ways</p>	<p>I can pass the ball in two different ways in a game situation with some success.</p>	<p>I can pass the ball with increasing speed, accuracy and success in a game situation</p>	<p>I can pass a ball with speed and accuracy using appropriate techniques in a game situation</p>	<p>I can choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.</p>

Possession				I know how to keep and win back possession of the ball in a team game	I can occasionally contribute towards helping my team to keep and win back possession of the ball in a team game.	I can keep and win back possession of the ball effectively in a team game.	I can keep and win back possession of the ball effectively and in a variety of ways in a team game
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Using Space	I can move safely around the space and equipment. I can travel in different ways, including sideways and backwards.	I can use different ways of travelling in different directions or pathways. I can run at different speeds. Begin to use space in a game.	I can use different ways of travelling at different speeds and following different pathways, directions or courses. I can change speed and direction whilst running. I can begin to choose and use the best space in a game.	I can find a useful space and get into it to support teammates.	I can make the best use of space to pass and receive the ball.	I can demonstrate an increasing awareness of space.	I can demonstrate a good awareness of space.
Attacking and Defending	I can play a range of chasing games	I can begin to use the terms attacking and defending. I can use simple defensive skills such as marking a player or defending a space. I can use simple attacking skills such as dodging to get past a defender.	I can begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully.	I can use simple attacking and defending skills in a game. I can use fielding skills to stop a ball from travelling past them.	I can use a range of attacking and defending skills and techniques in a game. I can use fielding skills as an individual to prevent a player from scoring	I can choose the best tactics for attacking and defending. I can shoot in a game. I can use fielding skills as a team to prevent the opposition from scoring	I can think ahead and create a plan of attack or defence. I can apply knowledge of skills for attacking and defending. I can work as a team to develop fielding strategies to prevent the opposition from scoring.
Tactics and Games	I can follow simple rules	I can follow simple rules to play games, including team games. I can use simple attacking skills such as dodging to get past a defender. I can use simple defensive skills such as marking a player or defending a space.	I can understand the importance of rules in games. I can use at least one technique to attack or defend to play a game successfully.	I can apply and follow rules fairly. I can understand and begin to apply the basic principles of invasion games. I know how to play a striking and fielding game fairly	I can vary the tactics they use in a game. I can adapt rules to alter games	I can consistently perform and apply skills and techniques with accuracy and control. I can take part in competitive games with a strong understanding of tactics and composition.	I can perform and apply a variety of skills and techniques confidently, consistently and with precision. I can take part in competitive games with a strong understanding of tactics and composition
Compete and Perform	I can control my body when performing a sequence of movements. I can participate in simple games	I can perform using a range of actions and body parts with some coordination. I can begin to perform learnt skills with some control. I can engage in competitive activities and team games	I can perform sequences of my own composition with coordination. I can perform learnt skills with increasing control. I can compete against self and others	I can develop the quality of the actions in my performances. I can perform learnt skills and techniques with control and confidence. I can compete against self and others in a controlled manner.	I can perform and apply skills and techniques with control and accuracy. I can take part in a range of competitive games and activities.	I can consistently perform and apply skills and techniques with accuracy and control. I can take part in competitive games with a strong understanding of tactics and composition.	I can perform and apply a variety of skills and techniques confidently, consistently and with precision. I can take part in competitive games with a strong understanding of tactics and composition.

Outdoor Adventurous Activities		
	<p>KS2 National Curriculum Aims Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:</p> <ul style="list-style-type: none"> • take part in outdoor and adventurous activity challenges both individually and within a team; • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	
	Year 3 Year 4	Year 5
	Year 6	

Trails	<p>I can orientate myself with increasing confidence and accuracy around a short trail.</p> <p>I can orientate myself with accuracy around a short trail.</p> <p>I can create a short trail for others with a physical challenge.</p> <p>I can start to recognise features of an orienteering course.</p>	<p>I can start to orientate myself with increasing confidence and accuracy around an orienteering course.</p> <p>I can design an orienteering course that can be followed and offers some challenge to others.</p> <p>I can begin to use navigation equipment to orientate around a trail.</p>	<p>I can orientate myself with confidence and accuracy around an orienteering course when under pressure.</p> <p>I can design an orienteering course that is clear to follow and offers challenge to others.</p> <p>I can use navigation equipment (maps, compasses) to improve the trail.</p>
Problem Solving Preparation and Organisation Communication Compete and Perform	<p>I can identify and use effective communication to begin to work as a team.</p> <p>I can identify symbols used on a key.</p> <p>I can begin to choose equipment that is appropriate for an activity.</p> <p>I can communicate with others. I can communicate clearly with others. I can work as part of a team.</p> <p>I can begin to complete activities in a set period of time.</p> <p>I can begin to offer an evaluation of personal performances and activities.</p> <p>I can communicate clearly with other people in a team, and with other teams.</p> <p>I have experience of a range of roles within a team and begin to identify the key skills required to succeed at each.</p> <p>I can associate the meaning of a key in the context of the environment.</p> <p>I can try a range of equipment for creating and completing an activity.</p> <p>I can make an informed decision on the best equipment to use for an activity.</p> <p>I can plan and organise a trail that others can follow.</p> <p>I can begin to use a map to complete an orienteering course.</p> <p>I can complete an orienteering course more than once and begin to identify ways of improving completion time.</p> <p>I can offer an evaluation of both personal performances and activities.</p> <p>I can start to improve trails to increase the challenge of the course.</p>	<p>I can use clear communication to effectively complete a particular role in a team.</p> <p>I can complete orienteering activities both as part of a team and independently.</p> <p>I can identify a key on a map and begin to use the information in activities.</p> <p>I can choose the best equipment for an outdoor activity. I can create an outdoor activity that challenges others.</p> <p>I can create a simple plan of an activity for others to follow. I can identify the quickest route to accurately navigate an orienteering course.</p> <p>I can communicate clearly and effectively with others.</p> <p>I can work effectively as part of a team.</p> <p>I can successfully use a map to complete an orienteering course. I can begin to use a compass for navigation.</p> <p>I can complete an orienteering course on multiple occasions, in a quicker time due to improved technique.</p> <p>I can offer a detailed and effective evaluation of both personal performances and activities.</p> <p>I can improve a trail to increase the challenge of the course.</p>	<p>I can use clear communication to effectively complete a particular role in a team.</p> <p>I can compete in orienteering activities both as part of a team and independently.</p> <p>I can use a range of map styles and make an informed decision on the most effective.</p> <p>I can choose the best equipment for an outdoor activity.</p> <p>I can prepare an orienteering course for others to follow.</p> <p>I can identify the quickest route to accurately navigate an orienteering course.</p> <p>I can manage an orienteering event for others to compete in.</p> <p>Communicate clearly and effectively with others when under pressure. Work effectively as part of a team, demonstrating leadership skills when necessary. Successfully use a map to complete an orienteering course. Use a compass for navigation. Organise an event for others.</p> <p>I can complete an orienteering course on multiple occasions, in a quicker time due to improved technique.</p> <p>I can offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance.</p> <p>I can listen to feedback and improve an orienteering course from it.</p>

Swimming

National Curriculum Aims

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations

Pool Introduction Low Attainers Mid Attainers High Attainers

I can develop basic pool safety skills and confidence in water. I can develop travel in vertical or horizontal position and introduce floats.

I can develop push and glides, any kick action on front and back with or without support aids.

I can develop entry and exit, travel further, float and submerge.

I can develop balance, link activities and travel further on the whole stroke.

I can show breath control. I can show growing confidence in deeper water.

I can tread water with the aid of floats.

I can identify safety procedures and know when to seek help.

I can swim between 25 and 50 metres unaided.

I can keep swimming for 30 to 45 seconds, using swimming aids and support.

I can use a variety of basic arm and leg actions when on my front and on my back

I can swim on the surface and lower myself under water. I can take

part in group problem-solving activities on personal survival. I can recognise how my body reacts and feels when swimming. I can recognise and concentrate on what I need to improve. I can identify and activate safety procedures and know when to seek help, and from whom.

I can swim between 50 and 100 metres and keep swimming for 45 to 90 seconds.

I can use 3 different strokes, swimming on my front and back. I can control my breathing.

I can swim confidently and fluently on the surface and underwater. I can work well in groups to solve specific problems and challenges, sharing out the work fairly.

I can recognise how swimming affects my body, and pace my efforts to meet different challenges.

I can suggest activities and practices to help improve my own performance.

I can identify and activate safety procedures and can seek appropriate help from the water.

I can explain basic survival techniques.

I can swim further than 100 metres.

I can swim fluently and confidently for over 90 seconds. I can use all 3 strokes with control.

I can swim short distances using butterfly.

I can breathe so that the pattern of my swimming is not interrupted. I can perform a wide range of personal survival techniques confidently. I know what the different tasks demand of my body and pace my efforts well to meet challenges.

I can describe good swimming techniques and show and explain it to others.

I can identify and activate safety procedures and can seek appropriate help from the water.

I can assist in the rescue of others.

I can demonstrate survival techniques.