

Skills Progression Grid: Physical Education.

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Athletics	<p>I can run in different ways for a variety of purposes.</p> <p>I can jump in a range of ways, landing safely.</p> <p>I can roll equipment in different ways.</p> <p>I can throw underarm.</p> <p>I can throw an object at a target.</p>	<p>I can run at different speeds.</p> <p>I can jump from a standing position using different types of jumps; two feet to two feet, two feet to one foot, one foot to same foot, one foot to opposite foot and one foot to two feet.</p> <p>I can perform a short jumping sequence.</p> <p>I can perform a variety of pull and push throws with basic control.</p>	<p>I can change speed and direction whilst running.</p> <p>I can jump from a standing position with accuracy using the different types of jumps.</p> <p>I can perform a variety of throws with control and co-ordination.</p> <p>I can use equipment safely.</p>	<p>I am beginning to run at speeds appropriate for the distance. e.g. sprinting and long distance.</p> <p>I am beginning to pass the baton in a relay.</p> <p>I can perform a running jump with some accuracy</p> <p>I can perform a variety of throws using a selection of equipment. e.g. shot put and javelin</p> <p>I can use equipment safely and with good control.</p>	<p>I am beginning to build a variety of running techniques.</p> <p>I can pass the baton in a relay.</p> <p>I can perform a jump with more than one component. e.g. hop skip jump (triple jump)</p> <p>I can demonstrate accuracy in throwing and catching activities.</p> <p>I can describe good athletic performance using correct vocabulary.</p> <p>I can use equipment safely and with good control.</p>	<p>I am beginning to build a variety of running techniques and use with confidence.</p> <p>I can use techniques in relay running.</p> <p>I can perform a running jump with more than one component. e.g. hop skip jump (triple jump)</p> <p>I am beginning to evaluate peers and own performances.</p> <p>I can demonstrate accuracy and confidence in throwing and catching activities.</p> <p>I can describe good athletic performance using correct vocabulary.</p> <p>I can use equipment safely and with good control.</p>	<p>I am continuing to build a variety of running techniques and use with confidence.</p> <p>I can demonstrate good running technique in a competitive relay.</p> <p>I can perform a running jump with more than one component. e.g. hop skip jump (triple jump)</p> <p>I can evaluate peers and own performances.</p> <p>I can demonstrate accuracy and confidence in throwing and catching activities.</p> <p>I can describe good athletic performance using correct vocabulary.</p> <p>I can use equipment safely and with good control.</p>
Dance	<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 copy and explore basic movements and body patterns.</p> <p>I can remember simple movements and dance steps.</p>	<p>I can copy and explore basic movements with clear control.</p> <p>I can vary levels and speed in sequences.</p> <p>I can vary the size of my body shapes.</p>	<p>I am beginning to improvise independently to create a simple dance.</p> <p>I am beginning to improvise with a partner to create a simple dance.</p>	<p>I can confidently improvise with a partner or on their own.</p> <p>I am beginning to create longer dance sequences in a larger group.</p>	<p>I am beginning to exaggerate dance movements and motifs (using expression when moving).</p> <p>I can demonstrate strong movements</p>	<p>I can exaggerate dance movements and motifs (using expression when moving).</p> <p>I can perform with confidence, using a range of movement patterns.</p>

	<p>I can create a short movement phrase which demonstrates my own ideas.</p>	<p>I can link movements to sounds and music. I can respond to range of stimuli.</p>	<p>I can add change of direction to a sequence. I can use space well and negotiate space clearly. I can describe a short dance using appropriate vocabulary. I can respond imaginatively to stimuli.</p>	<p>I can translate ideas from stimuli into movement with support. I am beginning 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 demonstrate precision and some control in response to stimuli. I am beginning to vary dynamics and develop actions and motifs. I can demonstrate rhythm and spatial awareness. I can modify parts of a sequence as a result of self-evaluation. I can use simple dance vocabulary to compare and improve work.</p>	<p>throughout a dance sequence. I can combine flexibility, techniques and movements to create a fluent sequence. I can move appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs. I am beginning to show a change of pace and timing in movements. I can use the space provided to its maximum potential. I can improvise with confidence, still demonstrating fluency across sequences. I can modify parts of a sequence as a result of self and peer evaluation. I can use complex dance vocabulary to compare and improve work.</p>	<p>I can demonstrate a strong imagination when creating own dance sequences and motifs. I can demonstrate strong movements throughout a dance sequence. I can combine flexibility, techniques and movements to create a fluent sequence. I can move appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs. I can show a change of pace and timing in my movements. I am able to move to the beat accurately in dance sequences. I can improvise with confidence, still demonstrating fluency across sequences. I can dance with fluency, linking all movements and ensuring they flow. I can demonstrate consistent precision when performing dance sequences. I can modify parts of a sequence as a result of self and peer evaluation. I can use more complex dance vocabulary to compare and improve work.</p>
Games	<p>I can hit a ball with a bat or racquet.</p>	<p>I can travel in a variety of ways with</p>	<p>I can confidently send the ball to</p>	<p>I understand tactics by starting to vary</p>	<p>I can use a bat, racquet or stick to hit</p>	<p>I can choose the best tactics for</p>	<p>I can apply knowledge of skills</p>

	<p>I can roll equipment in different ways.</p> <p>I can throw underarm.</p> <p>I can throw an object at a target.</p> <p>I can catch equipment using two hands.</p> <p>I can move a ball in different ways, including bouncing and kicking.</p> <p>I can use equipment to control a ball.</p> <p>I can kick an object at a target.</p>	<p>and without a ball including running and jumping.</p> <p>I can use hitting skills in a game.</p> <p>I am beginning to perform a range of throws. e.g. underarm and overarm.</p> <p>I can receive a ball with basic control.</p> <p>I am beginning to develop hand-eye coordination.</p> <p>I can participate and use skills in simple games</p>	<p>others in a range of ways.</p> <p>I can strike a ball with increasing control.</p> <p>I am beginning to apply and combine a variety of skills to a game situation.</p> <p>I can use a range of throws and passes in a game.</p> <p>I can develop strong spatial awareness and use the best space in games.</p> <p>I am beginning to develop my own games with peers.</p> <p>I understand the importance of rules in games.</p> <p>I can develop simple tactics and use them appropriately.</p> <p>I am beginning to develop an understanding of attacking/defending.</p>	<p>how I respond to situations in games.</p> <p>I can vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>I am beginning to communicate with others during game situations.</p> <p>I can use skills with co-ordination and control.</p> <p>I can develop own rules for new games.</p> <p>I can make imaginative pathways using equipment.</p> <p>I can work well in a group to develop various games.</p> <p>I am beginning to understand how to compete with others in a controlled manner.</p> <p>I am beginning to select resources independently to carry out different skills.</p>	<p>an object with accuracy and control.</p> <p>I can use hand-eye co-ordination to strike a moving or stationary ball.</p> <p>I can show confidence in using ball skills in various ways and can link these together. e.g. dribbling, bouncing, kicking.</p> <p>I can use skills and space with co-ordination, control and fluency in game situations.</p> <p>I can pass a ball with increasing speed, accuracy and success in a game situation.</p> <p>I can take part in competitive games with some understanding of tactics and composition.</p> <p>I can create my own games using knowledge and skills.</p> <p>I can work well in a group to develop various games.</p> <p>I can compare and comment on skills to support creation of new games.</p> <p>I can make suggestions as to what resources can be used to differentiate a game.</p> <p>I can apply basic skills for attacking and defending.</p> <p>I can use running, jumping, throwing and catching in isolation and combination.</p>	<p>attacking and defending.</p> <p>I can keep and win back possession of the ball effectively in a team game.</p> <p>I know when to pass and when to dribble in a game.</p> <p>I can show confidence in using ball skills in various ways and can link these together.</p> <p>I can pass a ball with speed and accuracy using appropriate techniques in a game situation.</p> <p>I can demonstrate an increasing awareness of space to best use space to pass and receive a ball.</p> <p>I can take part in competitive games with a strong understanding of tactics and composition.</p> <p>I can create my own games using sports knowledge and skills.</p> <p>I can make suggestions as to what resources can be used to differentiate a game.</p> <p>I can apply basic skills for attacking and defending.</p> <p>I can use running, jumping, throwing and catching, with increased accuracy in isolation and combination.</p>	<p>for attacking and defending to choose the best tactics to win games.</p> <p>I can keep and win back possession of the ball effectively in a variety of ways in a team game.</p> <p>I can use good hand-eye co-ordination to direct a bowled ball over a longer distance.</p> <p>I can throw and catch accurately and successfully under pressure in a game.</p> <p>I can successfully keep possession of a ball during games situations.</p> <p>I can choose and make the best pass in a game situation and link a range of skills together. e.g. passing and receiving the ball on the move.</p> <p>I can take part in competitive games with a strong understanding of tactics and composition.</p> <p>I can follow and create complicated rules to play games successfully.</p> <p>I can modify competitive games.</p> <p>I can compare and comment on skills to support creation of new games.</p> <p>I can make suggestions as to what resources can be used to differentiate a game.</p> <p>I can apply knowledge of skills</p>
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							for attacking and defending in different situations. I can use running, jumping, throwing and catching successfully in games.
Gymnastics	<p>I can create a short sequence of movements.</p> <p>I can roll in different ways with some control. (egg roll, pencil roll and teddy bear roll)</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 some control. (Straight jump, tuck jump, star jump and half turn)</p> <p>I am beginning to use standing balances with control.</p> <p>I can move around, under, over and through different objects and equipment.</p>	<p>I can copy and explore basic movement sequences with a beginning, middle and end, with some control and coordination.</p> <p>I can perform different body shapes.</p> <p>I can perform at different levels.</p> <p>I can perform 2 footed jumps safely.</p> <p>I can use equipment safely.</p> <p>I can balance with some control. (standing, kneeling and shape balances – pike, tuck, star, straight, straddle)</p> <p>I can link 2-3 simple movements together.</p> <p>I can roll with more control (egg, pencil and teddy bear rolls.)</p> <p>I can recognise and copy contrasting actions (small/tall, narrow/wide)</p> <p>I can begin to say how to improve my performance.</p>	<p>I can explore and creates different pathways and patterns.</p> <p>I can use equipment in a variety of ways to create a sequence.</p> <p>I can link movements together to create a sequence.</p> <p>I can copy, explore and remember actions and movements to create my own sequence.</p> <p>I can hold a still shape whilst balancing on different points of the body. (standing, kneeling, large body part balances, on apparatus, with partners, front and back support and shape balances – pike, tuck, star, straight, straddle)</p> <p>I can perform different rolls with control (egg, pencil, teddy rolls and crouched forward rolls.)</p> <p>I can jump in a variety of ways and land with increasing control and balance. (Straight jump, tuck jump, star jump, cat spring and half turn)</p> <p>I can explain how to improve my and</p>	<p>I can apply compositional ideas independently and with others to create a sequence.</p> <p>I can copy, explore and remember a variety of movements and use these to create their own sequence.</p> <p>I can use range of jumps in a sequence (Straight jump, tuck jump, star jump, straddle jump, pike jump, straight jump half turn).</p> <p>I can use rolls on a sequence (egg, pencil, teddy bear rolls, crouched forward rolls standing forward rolls and tucked backward rolls).</p> <p>I can use balances in a sequence (standing, kneeling, large and small body part balances, on apparatus, matching and contrasting partner balances and shape balances – pike, tuck, star, straight, straddle).</p> <p>I can use turns whilst travelling in a variety of ways.</p> <p>I am beginning to show flexibility in movements</p> <p>I am beginning to develop good</p>	<p>I can link skills with control, technique, co-ordination and fluency.</p> <p>I can understand composition by performing more complex sequences.</p> <p>I can create sequences using various body shapes and equipment to fit a theme.</p> <p>I can perform a variety of jumps (Straight jump, tuck jump, star jump, straddle jump, pike jump, straight jump half turn, straight jump full turn and cat leap).</p> <p>I can perform a variety of rolls (egg, pencil, teddy bear roll, crouched forward roll, standing forward roll, tucked backward roll and backward roll to straddle).</p> <p>I can perform 1, 2, and 4-point balances.</p> <p>I am beginning to use gymnastic vocabulary to describe how to improve and refine performances.</p> <p>I can develop strength, technique and flexibility</p>	<p>I can select and combine my skills, techniques and ideas into a sequence.</p> <p>I can create and modify sequences using balances, jumps, rolls and travels.</p> <p>Balances- standing, kneeling, large and small body part balances, on apparatus, matching and contrasting partner balances, part body weight partner balances and shape balances – pike, tuck, star, straight, straddle.</p> <p>Jumps - Straight jump, tuck jump, star jump, straddle jump, pike jump, straight jump half turn, straight jump full turn, cat leap, cat leap half turn and split leap.</p> <p>Rolls - egg, pencil, teddy bear roll, crouched forward roll, standing forward roll, pike forward roll, tucked backward roll and backward roll to straddle</p> <p>Travel – tiptoe, step, jump, hop, skipping and pivot.</p> <p>I can choose and use criteria to evaluate own and</p>	<p>I can plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>I can create complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.</p> <p>Balance- standing, kneeling, large and small body part balances, on apparatus, matching and contrasting partner balances, full body weight partner balances and shape balances – pike, tuck, star, straight, straddle.</p> <p>Jumps- straight jump, tuck jump, star jump, straddle jump, pike jump, stag jump, straight jump half-turn, straight jump full-turn, cat leap, cat leap half-turn, cat leap full-turn, split leap, stag leap.</p>

			others performances.	technique when travelling, balancing, using equipment etc I can describe my own work using simple gymnastic vocabulary. I am beginning to notice similarities and differences between sequences.	throughout performances. I can combine equipment with movement to create sequences.	others' performances. I can explain why they use particular skills and their effect on the performance.	Rolls - forward roll from standing, straddle forward roll, pike forward roll, dive forward roll, tucked backward roll, backward roll to straddle, backward roll to standing pike, pike backward roll. Travel - tiptoe, step, jump and hop, hopscotch, skipping, chassis steps, straight jump half turn, straight jump full turn, cat leap, cat leap half turn, cat leap full turn, pivot. Vault springboard or apparatus - hurdle step onto springboard, squat on vault, straddle on vault, star jump off, tuck jump off, straddle jump off, pike jump off, squat through vault, straddle over vault. I can demonstrate precise and controlled placement of body parts in actions, shapes and balances. I can confidently use equipment to vault and incorporate this into sequences. performances. I can thoroughly evaluate own and others' work, suggesting thoughtful and appropriate improvements.
Outdoor Adventurous Activities				I can move with increasing confidence and accuracy around a short trail.	I can move with accuracy around a short trail.	I can start to move with increasing confidence and accuracy around an orienteering course.	I can move with confidence and accuracy around an orienteering course

				<p>I can identify and use effective communication to begin to work as a team.</p> <p>I am beginning to think activities through and problem solve</p> <p>I can begin to choose equipment that is appropriate for an activity.</p> <p>I can discuss and work with others in a group.</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 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 think activities through and problem solve.</p> <p>I can communicate clearly with other people in a team, and with other teams.</p> <p>I can experience a range of roles within a team and begin to identify the key skills required to succeed at each.</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. I can plan and organise a trail that others can follow.</p> <p>I can communicate clearly with others and work as part of a team.</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</p>	<p>I can design an orienteering course that can be followed and offers some challenge to others.</p> <p>I can think activities through and problem solve using general knowledge.</p> <p>I can choose and apply strategies to solve problems with support</p> <p>I can begin to use navigation equipment to orientate around a trail.</p> <p>I can communicate clearly and effectively with others.</p> <p>I can use clear communication to effectively complete a particular role in a team.</p> <p>I can choose the best equipment for an outdoor activity.</p> <p>I can create an outdoor activity that challenges others.</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 identify the quickest route to accurately navigate an orienteering course.</p> <p>I can work effectively as part of a team.</p> <p>I can successfully use a map to</p>	<p>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 choose and apply strategies to solve problems both individually and in a group.</p> <p>I can use clear communication to effectively complete a particular role in a team.</p> <p>I can choose the best equipment for an outdoor activity.</p> <p>I can identify the quickest route to accurately navigate an orienteering course.</p> <p>I can compete in orienteering activities both as part of a team and independently.</p> <p>I can communicate clearly and effectively with others when under pressure.</p> <p>I can work effectively as part of a team, demonstrating leadership skills when necessary.</p> <p>I can successfully use a map to complete an orienteering course.</p> <p>I can 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>
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					increase the challenge of the course.	complete an orienteering course. I can begin to use a compass for navigation. I can complete an orienteering course on multiple occasions, in a quicker time due to improved technique. I can offer a detailed and effective evaluation of both personal performances and activities.	I can offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing and improving performance. I can listen to feedback and improve an orienteering course from it.
Swimming							<p>I can swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>I can use a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>I can perform safe self-rescue in different water-based situations.</p>