



Progression of Skills: PE

Purpose of study
 A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

- Aims**
 The national curriculum for physical education aims to ensure that all pupils:
- develop competence to excel in a broad range of physical activities
 - are physically active for sustained periods of time
 - engage in competitive sports and activities
 - lead healthy, active lives.

Attainment targets
 By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Mission Statement / Overall Intent
 Physical education provides children with challenge, enjoyment and an opportunity to gain knowledge and understanding of fitness and health and the importance of life-long physical activity.
 Lessons include the three domains of learning: cognitive, psychomotor and affective, enabling children to develop their fundamental movement skills and aspire to reach their full potential.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Physical development and the EYFS Physical development is one of the three prime areas within the Early Years Foundation Stage (EYFS). Each prime area is divided into Early Learning Goals, for physical development these are: Moving and handling - skills enabling children to show good control and coordination in large and small movements. Children are able to handle equipment and tools effectively, including pencils for writing. Health and self-care - children knowing the importance of good health which includes physical exercise and a healthy diet. Children are able to manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.		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 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.			

Athletics			KS1 NC: 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.	KS2 NC: use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance.				
	<p>I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>I can run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.</p> <p>I can observe the effect of activity on my body.</p> <p>I can draw lines and circles using gross motor movements.</p> <p>I can understand that equipment and tools have to be used safely.</p> <p>I can show good control and co-ordination in large and small movements.</p> <p>I know the importance for good health of physical exercise, and a</p>	<p>I can experiment with different ways of moving</p> <p>I can jump off an object and land appropriately.</p> <p>I can negotiate space successfully when playing, racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>I can travel with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>I can show increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>I can run around a space showing spatial awareness and attempt to run in a straight line.</p>	<p>I can move at different speeds with some control.</p> <p>I can change speed whilst picking up and carrying equipment.</p> <p>I can demonstrate the underarm throw.</p> <p>I can demonstrate some basic jumps and show simple combinations.</p> <p>I can demonstrate the basic two-handed push throw.</p> <p>I can identify some different ways of travelling.</p> <p>I can identify and demonstrate an effective running style.</p> <p>I can identify and demonstrate an effective jumping technique and make up simple combinations of jumps.</p>	<p>I can perform a push throw with increasing accuracy.</p> <p>I can develop my short distance running technique.</p> <p>I can demonstrate the underarm throw for accuracy and distance.</p> <p>I can run to create an even pace.</p> <p>I can use various take-offs and landings to jump for height and distance.</p> <p>I can throw with increasing accuracy using a variety of games equipment.</p> <p>I can show the difference between running at speed and jogging and be able to maintain a steady rhythm.</p> <p>I can take part in a relay activity, experimenting with</p>	<p>I can run at fast, medium and slow speeds and be able to change speed and direction.</p> <p>I can throw for accuracy, demonstrating an understanding of technique depending on my distance away from the target.</p> <p>I can run consistently and smoothly over different distances.</p> <p>I can create my own pattern and link jumping activities with some fluency, control and consistency.</p> <p>I can take part in a relay and pass a baton.</p> <p>I can change my method of throwing to be more accurate or to throw further distances.</p> <p>I can develop my running fast technique,</p>	<p>I can run at different speeds smoothly and with consistency.</p> <p>I can develop my push and pull throwing technique.</p> <p>I can develop my technique for jumping high and long.</p> <p>I can sprint in a relay and practise a take-over from behind.</p> <p>I can throw for distance and accuracy, identifying which throw works best with which piece of equipment.</p> <p>I can run over obstacles.</p> <p>I can demonstrate pacing and keep going and maintain the quality of my actions.</p> <p>I can perform a range of jumps, showing consistent techniques and sometimes using a short run up.</p>	<p>I can sustain my pace over longer distances and run more rhythmically.</p> <p>I can throw over-arm with greater control.</p> <p>I can demonstrate an effective sprinting style, identifying what could help me run faster.</p> <p>I can perform a range of jumps showing control and consistency, identifying which technique takes me the furthest.</p> <p>I can show understanding of the basic principles of relay take-over, in particular the upsweep method.</p> <p>I can estimate duration, distance and speed.</p> <p>I can perform a range of jumps showing control and consistency at both take-off and landing.</p>	<p>I can 'drive' my speed and change gear and sprint.</p> <p>I can throw with greater control accuracy and efficiency, using discus and shot put style throwing.</p> <p>I can perform a range of jumps showing power, control and consistency at both take-off and landing.</p> <p>I can sprint start and improve my stride length.</p> <p>I can run over hurdles, demonstrating the same number of paces between each hurdle.</p> <p>I can run over longer distances, extending my running stride.</p> <p>I can show understanding of the basic principles of relay take overs and confidently take part in relay races.</p> <p>I can jump for height sideways over an object.</p> <p>I can change direction at speed.</p>

<p>healthy diet, and talk about ways to keep healthy and safe.</p> <p>Summer 2: (games/athletics)</p> <p>I can handle objects safely and with increasing control.</p> <p>I can pass a beanbag to a partner in a variety of ways.</p> <p>I can push a ball or beanbag with increasing control using different parts of the body.</p> <p>I can use my feet to control and send a range of small equipment.</p>	<p>I can jump in different directions.</p> <p>I can link a jump with another movement.</p> <p>I can throw an object at different heights.</p> <p>I can pick an object and throw it towards a target area.</p>	<p>I can demonstrate the overarm throw and show increasing accuracy to targets.</p> <p>I can move at different speeds and change direction with a pivot action.</p> <p>I can develop the underarm throw.</p> <p>I can use my athletics skills to meet different challenges, explaining what I have to do to perform better.</p>	<p>different elements of technique.</p> <p>I can throw for distance.</p> <p>I can create even pacing between jumps.</p> <p>I can demonstrate a range of take-offs and landings and combine some of them into patterns of jumping.</p> <p>I can use different techniques for running, jumping and throwing.</p>	<p>experimenting with different strides.</p> <p>I can throw a range of implements consistently and accurately.</p> <p>I can jump for distance, improving accuracy of my technique.</p> <p>I can recognise different styles of running, jumping and throwing and can choose the appropriate one for the situation.</p> <p>I can run longer distances, demonstrating endurance and ability to pace my activity.</p> <p>I can observe, describe and demonstrate specific aspects of running, jumping and throwing styles in a competitive environment.</p>	<p>I can perform the push and pull throw accurately and in a competitive environment.</p> <p>I can take part in a relay and practise a down sweep take over.</p> <p>I can throw with some accuracy and power into a target area.</p> <p>I can recognise that there are different throwing, running and jumping styles and be able to choose the appropriate one for different situations.</p>	<p>I can practice and demonstrate an effective sprint start.</p> <p>I can demonstrate moving rhythmically and at an even pace for distance running.</p> <p>I can throw for distance and accuracy, adjusting my technique as I aim to throw further.</p> <p>I can understand the principles of take-over and apply them at speed.</p> <p>I can perform in competitive running, throwing and jumping events, identifying good points and suggest ways of improving my own performance.</p>	<p>I can use a pull-throw method to throw a javelin, correctly demonstrating body stance and shift of body weight.</p> <p>I can choose which pace to use, changing speed where appropriate.</p> <p>I can choose appropriate techniques for specific events.</p>
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<p>Dance</p>	<p>Early Years Outcomes: Moving and handling - skills enabling children to show good control and coordination in large and small movements. Children are able to handle equipment and tools effectively, including pencils for writing.</p> <p>Health and self-care - children knowing the importance of good health which includes physical exercise and a healthy diet. Children are able to manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>		<p>KS1 NC: perform dances using simple movement patterns</p>		<p>KS2 NC: perform dances using a range of movement pattern</p>			
	<p>I can develop preferences for forms of expression.</p> <p>I can use movement to express feelings.</p> <p>I can create movement in response to music.</p> <p>I can make up rhythms.</p> <p>I can notice what adults do, imitate what is observed and then do it spontaneously when the adult is not there.</p> <p>I can engage in imaginative role-play based on my own first-hand experiences.</p> <p>I can capture experiences and responses with a range</p>	<p>I can create simple representations of events, people and objects (development matters).</p> <p>I can initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (development matters)</p> <p>I can make simple shapes with my body.</p> <p>I can travel on feet in a variety of ways.</p> <p>I can recognise repeated sounds and sound patterns and match movements to music.</p>	<p>I can respond to a range of stimuli.</p> <p>I can make rounded and spiky shapes with my body and create different patterns in the air or on the floor.</p> <p>I can choose appropriate movements to express the dance idea.</p> <p>I can perform simple rhythmic patterns and repeat them in different formations</p> <p>I can work alone, with guidance from the teacher, to create movement ideas in response to a story or repeated rhythm.</p>	<p>I can use a range of basic dance actions with understanding.</p> <p>I can work alone with guidance from the teacher to create movement ideas.</p> <p>I can use different levels, directions and speeds and choose appropriate actions for the dance idea.</p> <p>I can understand and use contrasts in weight (dynamic elements).</p> <p>I can respond to different stimuli (music, bubbles and a poem).</p> <p>I can change and vary actions - show contrasts in shape, speed and size.</p>	<p>I can develop different ways of travelling, jumping and turning and create dance phrases.</p> <p>I can copy and perform set steps, performing basic dance actions with greater control, fluency and co-ordination.</p> <p>I can perform with a sense of phrasing, rhythmically and musically.</p> <p>I can select and apply appropriate movements for the dance idea.</p> <p>I can use story as a stimulus for dance.</p> <p>I can interpret images into appropriate movement.</p>	<p>I can respond imaginatively to character and narrative.</p> <p>I can use simple motifs and movement patterns to structure dance phrases.</p> <p>I can repeat and remember dance phrases.</p> <p>I can compose, using a range of new devices.</p> <p>I can display how to link movements together logically and fluently.</p> <p>I can perform more complex dance phrases.</p> <p>I can develop simple motifs.</p>	<p>I can use visual stimuli as a starting point for dance movement.</p> <p>I can use props as an integral part of the dance.</p> <p>I can perform basic dance actions with increased control.</p> <p>I can compose dances by using, adapting and developing steps, formations and patterning.</p> <p>I can perform with expression to convey a variety of moods and feelings.</p> <p>I can develop movement phrases and simple motifs and practise dance in order to refine the quality.</p>	<p>I can explore, improvise and combine movement ideas fluently and effectively.</p> <p>I can perform with clear intention and meaning.</p> <p>I can perform set patterns with knowledge and understanding of their meaning.</p> <p>I can value the contributions that dance makes to different cultures.</p> <p>I can create and structure phrases and sections of a dance.</p> <p>I can begin to use basic compositional</p>

<p>of media, such as music, dance and paint and other materials or words</p> <p>I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>I can experiment with different ways of moving.</p> <p>I can draw lines and circles using gross motor movements.</p> <p>I can understand that equipment and tools have to be used safely.</p> <p>I can enjoy joining in with dancing and ring games.</p> <p>I can begin to move rhythmically.</p> <p>I can imitate movement in response to music.</p> <p>I can initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p>	<p>I can travel safely in a variety of ways on different parts of the body.</p> <p>I can recognise and make simple shapes with my body.</p> <p>I can move on different levels and in different directions.</p> <p>I can recognise and use changes of speed.</p> <p>I can recognise and use a variety of body shapes.</p> <p>I can move and "freeze" with control.</p> <p>I can travel and turn on high and low levels.</p> <p>I can travel, rise and fall using different speeds.</p> <p>I can distinguish between different shapes - stretched, curled, wide and thin.</p> <p>I can create pathways and patterns on the floor and in the air.</p> <p>I can remember and perform short phrases and patterns of movement.</p>	<p>I can select movements from those they practise to create a dance.</p> <p>I can explore actions in response to the stimuli (natural elements and story).</p> <p>I can use a variety of basic actions to create a dance (turning, rolling, jumping, travelling in different ways, shape, stillness and gesture.)</p> <p>I can communicate mood, feelings and ideas through dance.</p> <p>I can observe each other and talk about their dances using appropriate language.</p> <p>I can perform the basic actions of travelling, jumping, turning, gesture and shape.</p> <p>I can choose appropriate dance actions and phrases to convey the meaning of the story.</p> <p>I can vary speeds, directions and pathways.</p> <p>I can perform actions on different pathways and in different formations.</p>	<p>I can recognise, describe and comment on quality of basic actions and relationships.</p> <p>I can respond to different types of stimulus - flash cards and story.</p> <p>I can use a variety of basic dance actions - turning, jumping, travelling, gesture, shape and stillness.</p> <p>I can change and vary actions - speed, size, weight.</p> <p>I can copy and perform simple movements/rhythmic patterns.</p> <p>I can understand that dance plays an important part in other cultures.</p> <p>I can recognise that dances have changed throughout history.</p> <p>I can understand that dance is active and that changes will occur in my body.</p>	<p>I can improvise freely, translating ideas from a stimulus into movement.</p> <p>I can create and link dance phrases using a simple dance structure.</p> <p>I can perform dances with an awareness of rhythmic, dynamic and expressive qualities.</p> <p>I can shape movement into a whole dance with a simple structure.</p>	<p>I can refine, remember and repeat dance phrases.</p> <p>I can perform a dance with two sections A and B.</p> <p>I can capture the mood of the dance.</p>	<p>I can demonstrate competence in actions and dynamics.</p> <p>I can begin to use basic compositional principles.</p> <p>I can explore, improve and plan dances in groups.</p> <p>I can demonstrate competence in actions and dynamics.</p>	<p>principles when creating dances.</p> <p>I can perform with expression dances fluently and with control and show a clear understanding of the dance.</p> <p>I can create and structure motifs, phrases, sections and whole dances</p> <p>I can begin to use basic compositional principles when creating their dances.</p> <p>I can perform with expression and show a clear understanding of the dance.</p> <p>I can demonstrate the ability to translate ideas into symbolic movement, showing confidence in including personal responses in relation to observation.</p> <p>I can evaluate, refine and develop my own and others' work.</p>
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	<p>I can show good control and co-ordination in large and small movements.</p> <p>I can represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p>Summer 2:</p> <p>Spatial awareness</p> <p>I can show an awareness of space and safely negotiate it and be able to return to my own spot.</p> <p>I can show an awareness of space, of myself and of others, moving about the space with control and coordination.</p> <p>I can move with coordination and stop with control, whilst handling objects and small equipment.</p> <p>I can move and stop with control and coordination, using my imagination to move in a variety of ways.</p>							
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<p>Games</p>	<p>Early Years Outcomes: Moving and handling - skills enabling children to show good control and coordination in large and small movements. Children are able to handle equipment and tools effectively, including pencils for writing.</p> <p>Health and self-care - children knowing the importance of good health which includes physical exercise and a healthy diet. Children are able to manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>		<p>KS1 NC: participate in team games, developing simple tactics for attacking and defending</p>	<p>KS2 NC: 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</p>				
	<p>I can catch a large ball.</p> <p>I can run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.</p> <p>I can draw lines and circles using gross motor movements.</p> <p>I can understand that equipment and tools have to be used safely.</p> <p>I can show good control and co-ordination in large and small movements.</p> <p>Summer 2: (games/athletics)</p>	<p>I can show increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>I can negotiate space and pick up a beanbag.</p> <p>I can hold a beanbag in a variety of ways whilst travelling.</p> <p>I can experiment with throwing and catching a beanbag.</p> <p>I can use my feet to move a beanbag.</p> <p>I can move a bean bag around different body parts</p>	<p>I can demonstrate coordination when passing a ball around different parts of the body</p> <p>I can bounce and pat-bounce a ball with a degree of control.</p> <p>I can send, receive, kick and dribble a ball.</p> <p>I can show a degree of control when sending and receiving a range of equipment.</p> <p>I can demonstrate my understanding to get in line with a ball to receive it.</p> <p>I can send a ball in various ways to play</p>	<p>I can balance, throw and catch a beanbag. I can balance, throw and catch a beanbag.</p> <p>I can throw, bounce and catch a ball in different ways.</p> <p>I can send and receive a piece of equipment using different directions.</p> <p>I can throw a piece of equipment in different ways from a stationary position.</p> <p>I can throw a piece of equipment at a target using an overarm throw and from different distances.</p>	<p>I can accurately pass and receive a range of balls in different ways with hands.</p> <p>I can demonstrate control when dribbling, passing and receiving with feet or stick.</p> <p>I can signal for the ball and pass and receive in sequential order.</p> <p>I can pass and receive on the move and signal for the ball to retain possession and show progression down the pitch.</p> <p>I can pass and receive on the move and signal for the ball to retain possession and</p>	<p>I can use a bat to strike a ball with a degree of accuracy and control.</p> <p>I can throw or strike a ball over a range of high, low and ground level barriers.</p> <p>I can aim a ball over a barrier to land in spaces on the other side</p> <p>I can plan and combine skills to play 1 v1 net games cooperatively</p> <p>I can use eye-foot coordination and eye-hand coordination to pass a ball over a net.</p>	<p>I can play shots on both sides of the body and from above the head with reasonable control. I can position my body to receive a ball coming from different heights and angles.</p> <p>I can release the ball from different angles and send it at different angles.</p> <p>I can recognise where there are spaces on an opponent's court and try to hit into them.</p> <p>I can develop and extend skills of striking a large ball over a high net.</p>	<p>I can demonstrate a range of controlled passing, receiving, striking dribbling and shooting skills using an implement.</p> <p>I can pass so my team retains possession and progress towards an opponent's goal.</p> <p>I can demonstrate my understanding of the positions I play and show specific attacking and defending skills.</p> <p>I can demonstrate a range of controlled passing, receiving, striking, dribbling and shooting skills, using my feet, adapting the skills to meet the</p>

<p>I can handle objects safely and with increasing control.</p> <p>I can pass a beanbag to a partner in a variety of ways.</p> <p>I can push a ball or beanbag with increasing control using different parts of the body.</p> <p>I can use my feet to control and send a range of small equipment.</p>	<p>I can demonstrate increased control whilst throwing a beanbag and aim for a target.</p> <p>I can carry, steer, dribble and send a ball with confidence and increasing control.</p> <p>I can roll a ball accurately to a partner.</p> <p>I can demonstrate an increased coordination and accuracy when aiming at a target.</p> <p>I can change my way of travelling in a controlled manner and show awareness of space and direction.</p> <p>I can stop and start on a given signal.</p> <p>I can follow the rules of a game or activity, sharing space and equipment safely with others</p> <p>I can use hoops in different and imaginative ways.</p> <p>I can step in and out of a hoop in a variety of ways.</p> <p>I can throw a quoit accurately.</p>	<p>individual target games or games with a partner.</p> <p>I can throw and catch using a variety of apparatus.</p> <p>I can throw a piece of equipment one-handed, using an underarm throw.</p> <p>I can throw and roll a piece of equipment, beginning to aim at targets</p> <p>I can throw a range of equipment at a target.</p> <p>I can demonstrate understanding of aiming games and how to make my game harder.</p> <p>I can send a ball with a kick and aim at a target.</p> <p>I can steer a ball along the ground with a bat in a controlled way using different directions and weaving through slaloms.</p> <p>I can balance a ball on a bat when standing still or walking.</p> <p>I can hit a ball with a bat, upwards and downwards with some control.</p> <p>I can send a ball along the ground and through</p>	<p>I can bounce and throw a ball, catching it whilst stationary or moving about, using strategies to make the game harder.</p> <p>I can demonstrate accuracy using hands and feet in different ways to pass or aim.</p> <p>I can send and receive with consistency, co-ordination and control using a variety of equipment.</p> <p>I can track the path of the ball and move across it to intercept efficiently.</p> <p>I can pass a ball at different angles.</p> <p>I can aim at a target, using over and downwards movement.</p> <p>I can make up rules and know how to make a game harder, choosing a range of equipment.</p> <p>I can show continuous and controlled dribbling with feet and know how to change speed and direction.</p> <p>I can show continuous and controlled dribbling with a bat and know how to change speed and direction.</p>	<p>show progression down the pitch, explaining why my team succeeded.</p> <p>I can play with confidence in various small game formations.</p> <p>I can make up an aiming game, demonstrating previously learnt skills in independently constructed group games.</p> <p>I can make up a game where participants weave in and out of an obstacle before aiming at a target, adjusting rules and strategies to make the game fairer, safer and more challenging.</p> <p>I can make up a passing and scoring game that has 3 attackers and 1 defender, explaining why particular rules have been made.</p> <p>I can make up a game that involves throwing or hitting across a net, explaining what can be improved.</p>	<p>I can play a game over a low or high barrier throwing into spaces to score.</p> <p>I can negotiate, plan and make collective decisions on the nature, shape and construction of the game.</p> <p>I can select and use skills and tactics appropriate for the type of game.</p> <p>I can transfer principles of play from known games to use in my own game.</p> <p>I can make up rules and modify them to make the game more challenging.</p> <p>I can adapt rules in agreement with others, playing a 3 v3 throwing game.</p> <p>I can work cooperatively in groups of varying sizes to organise and keep my game going.</p> <p>I can play confidently in small sided invasion games using varying formations.</p> <p>I can use a range of techniques to pass</p>	<p>I can play a basic volley ball mini-game, aiming into spaces and further develop attacking and defending strategies.</p> <p>I can choose and use skills which meet the specific needs of the ball-handling invasion games.</p> <p>I can show how a team can retain possession.</p> <p>I can find ways of progressing towards the opponent's goal.</p> <p>I can demonstrate a range of skills, using one or two hands, for passing, receiving and dribble the ball in a controlled manner whilst moving.</p> <p>I can find and use space to help my tea and use a variety of tactics to keep the ball.</p> <p>I can transfer common principles of play and basic attacking strategies across a game.</p> <p>I can develop skills with a hockey stick-pushing and dribbling.</p>	<p>needs of the situation..</p> <p>I can organise my team into different formations to concentrate more on attack or defence.</p> <p>I can use specific game skills under pressure, developing team skills of co-operation and communication and using tactics to outwit the opposition.</p> <p>I can play a variety of shots with intent when striking the ball after one bounce or on the volley.</p> <p>I can direct a ball into an opponent's court at different speeds, heights and angles, explaining why.</p> <p>I can aim to get a ball to land in the target area, using my hands, making it difficult for the opponent to return it.</p> <p>I can work co-operatively as a team in pairs or small groups to create rules and play them.</p> <p>I can practise a rally with racquet, evaluating the</p>
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	<p>I can balance and hook a quoit and use it as a target.</p> <p>I can use a hoop to hula hoop and as a target.</p> <p>I can balance, roll, hook and throw a quoit or hoop with increased control.</p> <p>I can move in and out of a rope and move a ball in a variety of ways.</p> <p>I can steer a ball along the ground showing different speeds and directions.</p> <p>I can use a ball in a controlled manner, demonstrating I need more space and care, explaining why this is so.</p> <p>I can hit a ball along the ground to a partner.</p>	<p>the air for a partner to catch or receive</p> <p>I can understand and show skipping with a rope.</p> <p>I can use steering, hitting along the ground and hitting through the air to play target games.</p> <p>I can throw and catch individually and in pairs using a variety of apparatus including hoops.</p> <p>I can kick and dribble a ball with control.</p> <p>I can roll and retrieve a hoop.</p> <p>I can practise and develop my sending and receiving skills in a cooperative game with a partner.</p> <p>I can begin to develop my eye-hand coordination, demonstrating how to change a game to make it harder.</p>	<p>I can dribble, receive and kick a ball with control.</p> <p>I can vary the height and the speed of a pass.</p> <p>I can dribble, receive and pass hockey a ball using a stick with control.</p> <p>I can dribble, change direction and stop in a controlled way, using a variety of equipment.</p> <p>I can demonstrate consistency and accuracy in sending and receiving skills.</p> <p>I can demonstrate consistency and accuracy in striking skills, with and without a bat.</p> <p>I can demonstrate quicker passing and receiving skills.</p> <p>I can dribble and kick a ball in a variety of ways with confidence in varying group formations.</p> <p>I can use simple tactics to work as a team, inventing a scoring system for a game.</p>	<p>I can make up a passing and intercepting game where goals can be scored, showing an understanding of special awareness.</p> <p>I can strike a ball with reasonable control and accuracy at a target or over a net.</p> <p>I can develop accurate feeding and throwing skills.</p> <p>I can select and use appropriate basic shots in different situations.</p> <p>I can feed a ball to a partner and perform a rally, attempting to keep control of the ball.</p> <p>I can ground a piece of apparatus on the opponent's side of the net and understand that this is how to score in a net game.</p> <p>I can use the rules and keep games going without dispute, playing confidently in small-sided games.</p> <p>I can strike a ball with confidence and control and direct it accurately into a simple target area.</p>	<p>and travel with the ball.</p> <p>I can use a range of tactics to keep possession of the ball and get position to shoot or score.</p> <p>I can dodge, mark, signal for the ball and intercept.</p> <p>I can develop spatial awareness and decision making.</p> <p>I can revise and extend pass and move forward progression down the pitch.</p> <p>I can use different ways of sending into fielding from different directions.</p> <p>I can throw accurately and be a reliable 'bowler' or 'feeder' of the ball.</p> <p>I can strike a ball along the ground or through the air in different directions with control.</p> <p>I can direct or place a ball into spaces in order to score and I know how to best intercept and field the ball to return.</p>	<p>I can tackle safely through niggly tackling and know how to shield the ball.</p> <p>I can advance down the pitch to progress towards the opponent's goal.</p> <p>I can develop dribbling, kicking and controlling skills with my feet.</p> <p>I can find and use space to help my team and use a variety of tactics to keep the ball.</p> <p>I can work as a team in small-sided kicking and implement games, transferring basic attack and defence skills.</p> <p>I can use a rounders bat or cricket-shaped bat with confidence.</p> <p>I can strike and throw the ball with reasonable accuracy and consistency.</p> <p>I can bowl underarm and overarm so the ball reaches its target.</p> <p>I can demonstrate when and how to move when fielding a ball.</p>	<p>effectiveness of a shot and suggesting ways to improve it.</p> <p>I can aim to get a ball to land in the target area, using a racquet, making it difficult for the opponent to return it.</p> <p>I can show the correct striking stance for batting and can bowl a ball at the correct height.</p> <p>I can field a ball effectively, deciding when to use overarm or underarm throw.</p> <p>I can direct the ball away from fielders, using different angles and speeds.</p> <p>I can strike a ball using a cricket bat and aim the ball towards a target.</p> <p>I can play a mini game of cricket, striking the ball with a cricket bat and understand how to score.</p> <p>I can use a variety of passes in a controlled manner, incorporating signalling, landing and pivoting.</p> <p>I can signal for a ball and run into a space,</p>
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				<p>I can identify good striking and fielding techniques.</p> <p>I can receive the ball from one direction and throw or strike it away in another direction.</p> <p>I can field and intercept a ball and return it accurately</p> <p>I can combine skills to play effectively in small sides striking / fielding game and use simple attacking and defending tactics.</p> <p>I can demonstrate the roles of a bowler, striker, fielder, backstop/wicket keeper.</p>	<p>I can combine the skills to play a small-sided striking / fielding game to show an understanding of simple and attacking defending strategies.</p>	<p>I can play confidently in a range of small-sided striking and fielding games using a range of equipment and experiencing all roles.</p>	<p>timing the run to receive the ball.</p> <p>I can dribble a ball, using my hand, pass and keep possession of a ball including a change of direction.</p> <p>I can intercept a pass and dispossess the person with the ball</p> <p>I can jog whilst passing a ball sideways or behind.</p> <p>I can pass a ball sideways or behind with speed and a change of direction and aim for a 'try'.</p>
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Gymnastics	<p>Early Years Outcomes: Moving and handling - skills enabling children to show good control and coordination in large and small movements. Children are able to handle equipment and tools effectively, including pencils for writing.</p> <p>Health and self-care - children knowing the importance of good health which includes physical exercise and a healthy diet. Children are able to manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>		<p>KS1 NC: master basic movements...developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>		<p>KS2 NC: develop flexibility, strength, technique, control and balance</p>			
	<p>I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p>	<p>I can experiment with different ways of moving.</p> <p>I can jump off an object and land appropriately.</p> <p>I can travel with confidence and skill around, under, over and through</p>	<p>I can hop, bounce, sprig and skip in different directions.</p> <p>I can bounce using feet in different combinations and repeat a pattern of movements.</p> <p>I can jump from one foot to two feet and one foot to the other foot and understand how to land safely.</p>	<p>I can show various ways of travelling and balancing with the body close to or far away from the ground or apparatus.</p> <p>I can demonstrate ways of travelling and balancing with different body parts of the body being the highest point or the closest to the ground.</p> <p>I can take weight confidently on hands to lift the feet high.</p>	<p>I can travel and jump fluently and hold balanced positions demonstrating a variety of stretched and curled shapes.</p> <p>I can receive and transfer body weight safely in different situations and create a sequence with a partner.</p> <p>I can identify how the overall performance of a sequence can be improved.</p>	<p>I can identify and use different body parts to balance on and know which combinations produce or unstable bases.</p> <p>I can balance and show specific body shapes.</p>	<p>I can use balancing on different body parts to create bridge shapes</p> <p>I can sustain concentration and practise to improve the quality and accuracy of my movements.</p> <p>I can create a sequence showing planned</p>	<p>I can understand, identify and demonstrate contrasting, matching and mirroring balances and movements.</p> <p>I can identify and use different spatial relationships.</p> <p>I can construct, practise, evaluate and</p>

<p>I can mount stairs, steps or climbing equipment using alternate feet</p> <p>I can stand momentarily on one foot when shown.</p> <p>I can draw lines and circles using gross motor movements.</p> <p>I can understand that equipment and tools have to be used safely.</p> <p>Summer 2:</p> <p>I can show good control and co-ordination in large and small movements.</p> <p>I can identify some parts and features of</p>	<p>balancing and climbing equipment.</p> <p>I can use space safely.</p> <p>I can recognise directions and travel with control.</p> <p>I can identify and use different parts of the body.</p> <p>I can travel with control in a variety of different ways.</p> <p>I can show awareness of contrasts in speed and level.</p> <p>I can show an awareness of space and share space safely.</p> <p>I know, understand</p>	<p>I can identify, describe and show thin and wide shapes and turning jumps.</p> <p>I can understand high and low levels and link two jumps with a low-level movement.</p> <p>I can demonstrate different ways of travelling on small and large parts of the body..</p> <p>I can show high and low balanced positions using different combinations.</p> <p>I can balance on different body parts and know how to vary the shape of the balances.</p> <p>I can select two balances and link them together showing control and change of speed.</p>	<p>I can plan and link together two or three movements showing control; and coordination and an awareness of contrast in speed.</p> <p>I can create a variety of bridge shapes with my body and travel underneath a partner who is holding a bridge position.</p> <p>I can show different pathways on the floor and travel along them in different directions.</p> <p>I can travel using various methods with different speeds and levels.</p> <p>I can travel in a curved pathway, experimenting with different ways, and include a spin.</p> <p>I can select and link three different ways of travelling to create an interesting pathway, showing a definite beginning, middle and end.</p> <p>I can observe and copy a partner in a 'follow my leader' formation to show</p>	<p>I can adapt and transfer skill safely onto more complex apparatus at every stage of learning.</p> <p>I can understand and identify symmetry and asymmetry.</p> <p>I can move and balance showing specific planned shapes and variations in speed and level.</p> <p>I can analyse a sequence.</p> <p>I can understand, identify and use flexible and direct pathways.</p> <p>I can travel along different pathways using appropriate movements.</p> <p>I can construct sequences which use planned variations in speed, level and pathways.</p>	<p>I can move into and from balances with control and accuracy.</p> <p>I can create a sequence on balance showing planned variations in shape, speed and levels.</p> <p>I can understand how different body parts are capable of transferring and receiving body weight.</p> <p>I can move into and from a range of skills with accuracy and control.</p>	<p>variations in level, direction and shape.</p> <p>I can understand the compositional principles of sequencing and recognise when something is absent.</p> <p>I can understand and demonstrate the five basic jumps showing different shapes and directions in the air and show flight from feet to hands to feet.</p> <p>I can sustain concentration and practise to improve the precision and fluency of my movement.</p> <p>I can transfer flight safely onto apparatus.</p>	<p>improve the composition and quality of sequence.</p> <p>I can travel rhythmically and develop timing using synchronisation and canon.</p> <p>I can adapt and develop movements and skills.</p> <p>I can extend my understanding and use of levels, speeds and pathways.</p> <p>I can travel over or under shapes made by a partner with or without contact.</p> <p>I can extend my skills to travel over a moving base.</p> <p>I can design a sequence which</p>
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	<p>the body and respond in a variety of ways to what I hear.</p> <p>I can stretch different parts of the body.</p> <p>I can explore shape, showing an awareness of my body and the space around me.</p> <p>I can travel in the manner of different animals, moving and stopping with control and coordination.</p>	<p>and show safe use of apparatus.</p> <p>I can travel and balance with control when holding stretched or curled shapes. I can stop and start on a given signal and share space safely.</p> <p>I can show an awareness of contrasts in level.</p> <p>I can link two movements together.</p> <p>I can travel with control on different body parts.</p> <p>I can show an awareness of different speeds and levels.</p>	<p>I can make a simple balance shape for a partner to step over or travel underneath.</p> <p>I can adapt work from the floor safely onto apparatus.</p> <p>I can show which parts of the body can be used for spinning and rocking.</p> <p>I can rock on different body parts to stand up or turn over.</p> <p>I can roll sideways in curled and stretched shapes.</p> <p>I can move into and out of a sideways roll in different ways.</p> <p>I can link together a jump, safe landing and rolling action</p>	<p>different pathways and link appropriate movement.</p> <p>I can show a variety of controlled turning jumps.</p> <p>I can demonstrate a variety of rolls and spins on different parts of the body showing coordination and contrasts in speed.</p> <p>I can use a jump to link together a turning movement in the air with a turning or spinning movement on the floor.</p> <p>I can demonstrate a fixed position and twist, showing various ways of moving out of it.</p> <p>I can demonstrate different movements linked together smoothly.</p> <p>I can perform movements where different parts of the body lead into the next action.</p> <p>I can plan sequences or patterns of three or more movements which I can remember and repeat.</p>	<p>I can understand, identify and use change of front and direction.</p> <p>I can understand and show how to move into and from a range of travelling, jumping and turning movements with control and accuracy.</p> <p>I can select and combine skills to create sequences showing change of front and direction</p> <p>I can adapt and transfer what I have learned onto apparatus.</p>	<p>I can create sequences showing contrasts in shape, speed and level.</p> <p>I can move into and from specific planned balances with an awareness of change to front.</p> <p>I can identify and use planned variations in direction.</p> <p>I can create a sequence to show front and direction.</p> <p>I can rotate and roll on different body parts.</p> <p>I can rotate and roll in</p>	<p>I can understand that all gymnastic skills use various combinations of pushing, pulling, swinging and gripping.</p> <p>I can design longer sequences to use planned variations in shape, speed and direction.</p> <p>I can evaluate and improve composition.</p> <p>I can identify and use spinning, rotation and rolling around three different axes.</p> <p>I can adapt, refine and improve specific skills.</p> <p>I can understand and use variations in speeds, levels,</p>	<p>shows variation in shape, speeds and direction and evaluate its effectiveness</p> <p>I can adapt and transfer skills and sequence to apparatus</p> <p>I can identify counter-balance and counter-tension.</p> <p>I can demonstrate counter-balance and counter-tension to show changes in shape, level and body parts used and in contact.</p> <p>I can construct, practise, evaluate and improve the composition and quality of sequence.</p> <p>I can adapt and transfer a</p>
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		<p>I can link movements together.</p>	<p>showing different combinations of shapes and finish in a stretched position.</p> <p>I can show a variety of wide and narrow balances.</p> <p>I can travel showing long, narrow, wide and short shapes.</p> <p>I can safely show a tuck jump.</p> <p>I can join together a jump, turning movement and stretched balance.</p>	<p>I can compose and perform a simple sequence with a partner, adapting the sequence to perform on apparatus where necessary.</p> <p>I can compose and perform a simple sequence in a group of 3, using a variety of levels, direction and shapes.</p> <p>I can compose and perform a simple sequence in a group of 3, using a variety of levels, direction and shapes, adapting the sequence to perform on apparatus where necessary.</p>		<p>different directions showing different shapes, sizes and speeds.</p> <p>I can create a sequence with a partner on floor and apparatus using a variety of linking movements.</p> <p>I can observe the work of others and make judgements against given criteria.</p>	<p>directions and pathways.</p> <p>I can observe and analyse a sequence and evaluate it using appropriate terminology.</p>	<p>sequence onto apparatus.</p>
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<p>OAA</p>	<p>Early Years Outcomes: Moving and handling - skills enabling children to show good control and coordination in large and small movements. Children are able to handle equipment and tools effectively, including pencils for writing.</p> <p>Health and self-care - children knowing the importance of good health which includes physical exercise and a healthy diet. Children are able to manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>		<p>KS1 NC: 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.</p>	<p>KS2 NC: take part in outdoor and adventurous activity challenges both individually and within a team.</p>				
	<p>Orienteering</p> <p>I can explore the school surroundings</p> <p>Examples of activities- Treasure hunt around the school, open ended to allow children to explore different areas</p>	<p>Trails</p> <p>I can work with a partner</p> <p>Examples of activities- Follow my leader</p> <p>Orienteering</p> <p>I can explore the school surroundings and features</p> <p>Examples of activities- Treasure hunt around the school looking for certain features</p>	<p>Trails</p> <p>I can use knowledge of the world to group items according to natural and unnatural.</p> <p>Problem Solving</p> <p>I can respond positively to a challenge within a group situation. Alphabet as Humans</p> <p>Team Building</p> <p>I can widen my sensory experiences.</p> <p>Orienteering.</p> <p>I can develop my understanding of simple orientation and movement around areas.</p>	<p>Trails</p> <p>I can remember a set of items.</p> <p>Problem Solving</p> <p>I can practise working as a team.</p> <p>Team Building</p> <p>I can develop communication, cooperation and teamwork.</p> <p>Orienteering</p> <p>I can develop understanding of simple plans.</p> <p>Extras: Circle Filler</p>	<p>Trails</p> <p>I can identify and recall accurately objects in the right order.</p> <p>Problem Solving</p> <p>I can use tactics to respond to increasing pressures and limits. Crossing the Swamp.</p> <p>Team Building</p> <p>I can extend upper body strength and</p>	<p>Trails</p> <p>I can be sensitive to a partner when negotiating obstacles.</p> <p>Problem Solving</p> <p>I can use tactics to respond to increasing pressures and limits. Centipede Walk</p> <p>Team Building</p> <p>I can develop my</p>	<p>Trails</p> <p>I can use my current knowledge to identify areas of the school grounds.</p> <p>Problem Solving</p> <p>I can apply mathematical knowledge in practical contexts. Make the Shape.</p> <p>Team Building</p> <p>I can develop my</p>	<p>Trails</p> <p>I can develop responsibility in the guide and the trust of the follower.</p> <p>Problem Solving</p> <p>I can use tactics to respond to increasing pressures and limits: Germy Bucket.</p> <p>Team Building</p>

				<p>I can experiment with a range of positions and decide on the best ones.</p>	<p>manipulative skills.</p> <p>Orienteering I can follow a route using a map.</p> <p>Extras: What's the Order? I can use mathematical reasoning to solve a problem.</p>	<p>communication, cooperation and timing.</p> <p>Orienteering I can keep the map orientated.</p> <p>Extras: Match the Symbol. I can start to recognise symbols used on maps.</p>	<p>coordinating and listening skills.</p> <p>Orienteering I can develop my recognition of features on a map.</p> <p>Extras: Make the Knot. I can work as a team to complete a task.</p>	<p>I can widen my physical development and sensory experience.</p> <p>Orienteering I can practise following a long loop course.</p> <p>Extras: Spiders Web I can use skills from other areas of PE and incorporate them into the problem.</p>
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Swimming	Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2.					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Swims competently, confidently and proficiently over a distance of at least 25 metres Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. Performs safe self-rescue in different water-based situations.	Swims competently, confidently and proficiently over a distance of at least 25 metres Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. Performs safe self-rescue in different water-based situations.	Swims competently, confidently and proficiently over a distance of at least 25 metres Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. Performs safe self-rescue in different water-based situations.	Swims competently, confidently and proficiently over a distance of at least 25 metres Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. Performs safe self-rescue in different water-based situations.