



Skills progression: Physical Education

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Athletics	<p><u>Speed, Agility, Travel</u></p> <p>I can engage in agility-based activities moving and controlling objects</p>	<p><u>Hit, Catch, Run</u></p> <p><u>Head</u></p> <p>I can recognise and implement concepts like waiting your turn.</p>	<p><u>Hit, Catch, Run</u></p> <p><u>Head</u></p> <p>I can make choices about throws for different activities.</p>	<p><u>Head</u></p> <p>I can compete with others and record points.</p>	<p><u>Head</u></p> <p>I can decide on ways to improve run, jump and throw skills and implement changes.</p>	<p><u>Head</u></p> <p>I can distinguish between good and poor performances and suggest ways to improve self and others.</p>	<p><u>Head</u></p> <p>I can accurately and confidently record multiple scores under pressure.</p>
		<p><u>Hand</u></p> <p>I can start and stop at speed and run in straight lines at speed.</p>	<p><u>Hand</u></p> <p>I can show increased control of body and limbs</p>	<p><u>Hand</u></p> <p>I can link running and jumping activities with some fluency and consistency.</p>	<p><u>Hand</u></p> <p>I can throw a variety of objects, demonstrating accuracy.</p>	<p><u>Hand</u></p> <p>I can sustain pace over shorter and longer distances.</p>	<p><u>Hand</u></p> <p>I can combine different jumping skills to accurately replicate triple jump technique.</p>
		<p><u>Heart</u></p> <p>I can put in the effort and stay motivated when challenged</p>	<p><u>Heart</u></p> <p>I can work cooperatively in running, throwing and jumping games.</p>	<p><u>Heart</u></p> <p>I can identify how to improve.</p>	<p><u>Heart</u></p> <p>I can work with others to score and record distances and times accurately.</p>	<p><u>Heart</u></p> <p>I can run as part of a team in relay style events.</p>	<p><u>Heart</u></p> <p>I can judge strengths and weaknesses to fulfil role in a running challenge.</p>

Dance

I can copy, repeat, and perform simple actions to music.

Head

I can demonstrate understanding that dance has a start, middle and end.

Head

I can show confidence to perform in front of others.

Head

I can describe features of dances performed by others.

Head

I can demonstrate and discuss performance skills.

Head

I can confidently participate in dances from different parts of the world.

Head

I can interpret different stimuli with imagination and flair.

Hand

I can perform basic body actions to music.

Hand

I can show good timing with the music.

Hand

I can competently include props and other ideas in dance.

Hand

I can perform with increasing musicality with control and confidence.

Hand

I can refine and improve dances, adapting them to include rhythm and expression.

Hand

I can use recognised dance actions and adapt them to create motifs and movement patterns.

Heart

I can work with a partner to use repeating motifs.

Heart

I can attempt to work as part of a group to perform a dance.

Heart

I can create and share short dance phrases.

Heart

I can work as part of a group to listen and give ideas.

Heart

I can adapt a pair dance into a small group dance.

Heart

I can take the lead, suggesting ideas and refining actions of others.

Gymnastics

I can experience jumping, sliding, rolling, moving over, under and on apparatus.

I can develop coordination and gross motor skill

Head
Unit 1
I can use words such as rolling, travelling, shape, jump and take-off.
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Unit 2
I can decide which supporting concepts and actions to add to our sequence.

Head
Unit 1
I can explain the difference between types of balances such as point and patch.
Unit 2
I can work safely on our own and with others in body movement sequences. .

Head
I can identify similarities and differences in sequences.

Head
I can decide on ways to improve a piece of work using compositional elements and implement changes.

Head
I can select a component for improvement and use guidance from others.
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Head
I can explain the need for height and speed when vaulting.

Hand
Unit 1
I can recognise 'like' actions and link them together.
Unit 2
I can show spinning and rocking in isolation and short sequences.

Hand
Unit 1
I can demonstrate flexibility in movements.
Unit 2
I can use core strength to link gymnastic elements e.g back support and L-sit.

Hand
I can perform sequences with contrasting actions.

Hand
I can demonstrate some control when taking weight on hands.

Hand
I can attempt to perform more complete skills in isolation such as round off.

Hand
I can perform jumps/ leaps, throws, balances an turns using equipment.

Heart
Unit 1
I can value other's efforts when they perform, watch and listen.
Unit 2
I can move on, off and over an object with confidence.

Heart
Unit 1
I can reflect on their own performances and identify their strongest skill/ action.
Unit 2
I can work with a partner to copy, create and join sequences.

Heart
I can explain why strength and flexibility are important in maintaining a healthy, active lifestyle.

Heart
I can adapt actions and sequences to work with a partner and small groups.

Heart
I can work responsibly in trust exercises and when counterbalancing.

Heart
I can apply musicality to movement in individual and group work.

Invasion Games

<p>Body management</p> <p>I can explore balance and managing own body including manipulating small objects</p> <p>I can stretch, reach, extend in a variety of ways and positions</p> <p>I can control body and perform specific movements on command</p> <p>I can explore a variety of rolling, sliding and slithering.</p>	<p>Attack, Defend, Shoot</p> <p><u>Head</u></p> <p><u>Unit 1</u></p> <p>I can make decisions about how to defend a target.</p> <p><u>Unit 2</u></p> <p>I can discuss changes in the body brought on by exercise.</p>	<p>Attack, Defend, Shoot</p> <p><u>Head</u></p> <p><u>Unit 1</u></p> <p>I can recognise sometimes you need to stay in defending areas.</p> <p><u>Unit 2</u></p> <p>I can select the most appropriate skill to move forward.</p>	<p><u>Head</u></p> <p><u>Football</u></p> <p>I can recognise the need to look forward when attacking a goal</p> <p><u>Netball</u></p> <p>I can show an understanding of the role of a goal shooter.</p> <p><u>Hockey</u></p> <p>I can implement some hockey rules in a game.</p> <p><u>Rugby</u></p> <p>I can explore a range of techniques to avoid being tagged.</p>	<p><u>Head</u></p> <p><u>Football</u></p> <p>I can sometimes make decisions on the best time to tackle.</p> <p><u>Netball</u></p> <p>I can show some awareness of high-five positions.</p> <p><u>Hockey</u></p> <p>I can decide as a team how to make things difficult for my opponent.</p>	<p><u>Head</u></p> <p><u>Football</u></p> <p>I can select an appropriate conclusion to a run with the ball.</p> <p><u>Netball</u></p> <p>I can explain the techniques for different passes.</p> <p><u>Hockey</u></p> <p>I can apply basic defensive positions</p> <p><u>Rugby</u></p> <p>I can decide on ways to improve a piece of team play.</p>	<p><u>Head</u></p> <p><u>Football</u></p> <p>I can choose and implement a range of strategies to attack and defend.</p> <p><u>Netball</u></p> <p>I can umpire a game, explain decisions where necessary.</p> <p><u>Hockey</u></p> <p>I can choose and implement a range of strategies to attack and defend.</p> <p><u>Rugby</u></p> <p>I can recognise principles of defence.</p>
	<p><u>Hand</u></p> <p><u>Unit 1</u></p> <p>I can change of direction and speed in open play.</p> <p><u>Unit 2</u></p> <p>I can judge when and where to move to get in a defensive position.</p>	<p><u>Hand</u></p> <p><u>Unit 1</u></p> <p>I can send a ball using feet.</p> <p><u>Unit 2</u></p> <p>I can send a variety of different shaped balls.</p>	<p><u>Hand</u></p> <p><u>Unit 1</u></p> <p>I can use short passes to keep possession.</p> <p><u>Netball</u></p> <p>I can pass the ball in a variety of ways.</p> <p><u>Hockey</u></p> <p>I can stop and control the ball.</p> <p><u>Rugby</u></p> <p>I can perform a range of ball handling skills.</p>	<p><u>Hand</u></p> <p><u>Football</u></p> <p>I can use short passes to keep possession.</p> <p><u>Netball</u></p> <p>I can pass the ball in a variety of ways.</p> <p><u>Hockey</u></p> <p>I can stop and control the ball.</p> <p><u>Rugby</u></p> <p>I can perform a range of ball handling skills.</p>	<p><u>Hand</u></p> <p><u>Football</u></p> <p>I can send the ball over long periods.</p> <p><u>Netball</u></p> <p>I can use basic shooting techniques in isolation and in a game.</p> <p><u>Hockey</u></p> <p>I can attempt a slap pass in isolation.</p>	<p><u>Hand</u></p> <p><u>Football</u></p> <p>I can receive the ball and turn.</p> <p><u>Netball</u></p> <p>I can attempt to get into better shooting positions.</p> <p><u>Hockey</u></p> <p>I can combine basic skills like dribbling and passing.</p> <p><u>Rugby</u></p> <p>I can play using passing back and sideways rules.</p>

	<p><u>Heart</u></p> <p><u>Unit 1</u></p> <p>I can show motivation to improve.</p> <p><u>Unit 2</u></p> <p>I can cooperate to perform a range of challenges using skills such as signalling.</p>	<p><u>Heart</u></p> <p><u>Unit 1</u></p> <p>I can show awareness of teammates and opponents in games.</p> <p><u>Unit 2</u></p> <p>I can work with a partner and in small groups to develop specific skills.</p>	<p><u>Heart</u></p> <p><u>Football</u></p> <p>I can show support, encouragement and good sportsmanship.</p> <p><u>Netball</u></p> <p>I can create opportunities as a team to score.</p> <p><u>Hockey</u></p> <p>I can work as a team to score points.</p> <p><u>Rugby</u></p> <p>I can listen to others to work as an effective team.</p>	<p><u>Heart</u></p> <p><u>Football</u></p> <p>I can work hard in a game and recognise the effects on myself and my teammates.</p> <p><u>Netball</u></p> <p>I can work as part of a team to ensure all players are marked.</p> <p><u>Hockey</u></p> <p>I can suggest ways to improve mine and my team's performance.</p>	<p><u>Heart</u></p> <p><u>Football</u></p> <p>I can use individual skills to keep possession.</p> <p><u>Netball</u></p> <p>I can use verbal and non-verbal communication to show teammates where you want the ball.</p> <p><u>Hockey</u></p> <p>I can work as a team to attack and defend.</p> <p><u>Rugby</u></p> <p>I can recognise how playing as part of a team can improve your communication skills.</p>	<p><u>Heart</u></p> <p><u>Football</u></p> <p>I can use and apply boundary rules such as corners, self pass and side line.</p> <p><u>Netball</u></p> <p>I can decide as a team tactics to implement into a game.</p> <p><u>Hockey</u></p> <p>I can use and apply boundary rules such as corners, self pass and side line.</p> <p><u>Rugby</u></p> <p>I can maintain possession as a team.</p>
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Net / wall games

Manipulation and co-ordination

I can send and receive an object with different body parts.

Send and Return

Head

Unit 1

I can describe how to work with a partner to send and receive.

Unit 2

I can identify space to send a ball into.

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Send and Return

Head

Unit 1

I can decide on and play with my dominant hand.

Unit 2

I can develop tactics to outwit my opponent so they can't return the ball.

Head

I can keep count or score in a game.

Head

I can use defensive tactics to defend the court.

Head

I can cooperate and collaborate with others to play in sportsman-like way.

Head

I can make good choices in games about the best shot to use.

Hand

Unit 1

I can chase, stop and control balls and other objects

Unit 2

I can move towards a moving ball and return with a hand or bat.

Hand

Unit 1

I can take part in a rally.

Unit 2

I can start games using basic serving skills.

Hand

I can show the tennis ready position.

Hand

I can attempt to self-feed backhand shot.

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Hand

I can approach the ball to return before the second bounce.

Hand

I can begin to use scoring systems.

Heart

Unit 1

I can work with a partner to send and receive.

Unit 2

I can play cooperatively in a game situation

Heart

Unit 1

I can play in modified games with other to send and return a ball over a line or a net.

Unit 2

I can work as a team to get the ball over the line or net.

Heart

I can play against an opponent.

Heart

I can play competitively with others and against others in modified games

Heart

I can play with others with some flow to the game, keeping track of the score.

Heart

I can use speaking and listening skills to umpire and play with peers without dispute.

Striking and fielding games

<p>Manipulation and co-ordination</p> <p>I can work with others to control objects in space.</p>	<p>Hit, catch run</p> <p><u>Head</u></p> <p><u>Unit 1</u></p> <p>I can identify when a point has been scored and keep count of the score.</p> <p><u>Unit 2</u></p> <p>I can choose where to send the ball to maximise the chance to score.</p>	<p>Hit, catch run</p> <p><u>Head</u></p> <p><u>Unit 1</u></p> <p>I can make choices about where to hit the ball.</p> <p><u>Unit 2</u></p> <p>I can make choices about where to hit the ball.</p>	<p>Head</p> <p><u>Cricket</u></p> <p>I can adhere to some basic cricket rules.</p> <p><u>Rounders</u></p> <p>I can explain the importance of being ready in the field.</p>	<p>Head</p> <p><u>Cricket</u></p> <p>I can choose where to direct a hit from a bowled ball.</p> <p><u>Rounders</u></p> <p>I can play in a game using rounders scoring system.</p>	<p>Head</p> <p><u>Cricket</u></p> <p>I can describe what 'setting a field' means.</p> <p><u>Rounders</u></p> <p>I can apply the backward hitting rules.</p>	<p>Head</p> <p><u>Cricket</u></p> <p>I can apply with consistency standard rules of modified games.</p> <p><u>Rounders</u></p> <p>I can demonstrate urgency when in the field.</p>
	<p>Hand</p> <p><u>Unit 1</u></p> <p>I can run between bases to score points.</p> <p><u>Unit 2</u></p> <p>I can retrieve and return a ball to base.</p>	<p>Hand</p> <p><u>Unit 1</u></p> <p>I can develop hitting skills with a variety of bats.</p> <p><u>Unit 2</u></p> <p>I can attempt to play the role of wicketkeeper or backstop.</p>	<p>Hand</p> <p><u>Cricket</u></p> <p>I can stop moving balls.</p> <p><u>Rounders</u></p> <p>I can bowl an underarm ball.</p>	<p>Hand</p> <p><u>Cricket</u></p> <p>I can track and intercept the ball along the ground and sometimes collect with one hand.</p> <p><u>Rounders</u></p> <p>I can play backstop role in a small game situation.</p>	<p>Hand</p> <p><u>Cricket</u></p> <p>I can begin to employ specific bowling techniques e.g overarm.</p> <p><u>Rounders</u></p> <p>I can play more attacking shots, looking for gaps in the field.</p>	<p>Hand</p> <p><u>Cricket</u></p> <p>I can attempt to track and catch high balls in isolation and gameplay.</p> <p><u>Rounders</u></p> <p>I can play in a complete game of rounders with markings and four bases.</p>
	<p>Heart</p> <p><u>Unit 1</u></p> <p>I can work collaboratively to score runs showing encouragement and support</p> <p><u>Unit 2</u></p> <p>I can decide as a team the best positioning to intercept the ball.</p>	<p>Heart</p> <p><u>Unit 1</u></p> <p>I can display sportsmanship when competing against others.</p> <p><u>Unit 2</u></p> <p>I can work in small groups to field and bat.</p>	<p>Heart</p> <p><u>Cricket</u></p> <p>I can field as a team to return the ball to the bowler/ base effectively.</p> <p><u>Rounders</u></p> <p>I can identify how to improve my own and other's work and be tactful.</p>	<p>Heart</p> <p><u>Cricket</u></p> <p>I can show fair play e.g accepting when run or bowled out.</p> <p><u>Rounders</u></p> <p>I can identify and describe some successful play.</p>	<p>Heart</p> <p><u>Cricket</u></p> <p>I can show perseverance during a game and commitment to the team.</p> <p><u>Rounders</u></p> <p>I can show commitment towards my team and perseverance during game play.</p>	<p>Heart</p> <p><u>Cricket</u></p> <p>I can work as a pair to field long balls.</p> <p><u>Rounders</u></p> <p>I can understand teammate's perspectives and motivation when accumulating rounders.</p>

Outdoor and adventurous activity (OAA)

Cooperate and Solve Problems

I can work, play, cooperate and take turns.

<p><u>Head</u></p> <p>I can identify and select equipment based on a symbol.</p>	<p><u>Head</u></p> <p>I can confidently follow a basic map.</p>	<p><u>Head</u></p> <p>I can use acquired skills to create maps and directions.</p>	<p><u>Head</u></p> <p>I can plan and refine strategies to solve problems.</p>	<p><u>Head</u></p> <p>I can communicate using code.</p>	<p><u>Head</u></p> <p>I can use knowledge of games to suggest adaptations and variations to activities.</p>
<p><u>Hand</u></p> <p>I can handle, order and organise equipment.</p>	<p><u>Hand</u></p> <p>I can attempt beginner's competition speed stack.</p>	<p><u>Hand</u></p> <p>I can perform with strength, stamina and endurance in more physical tasks.</p>	<p><u>Hand</u></p> <p>I can use maps, symbols and a compass confidently to navigate.</p>	<p><u>Hand</u></p> <p>I can work at high intensity for a sustained period whilst completing a task.</p>	<p><u>Hand</u></p> <p>I can refine and adapt group tasks.</p>
<p><u>Heart</u></p> <p>I can complete simple instructions as a group.</p>	<p><u>Heart</u></p> <p>I can show sensitivity when working with a blindfolded partner.</p>	<p><u>Heart</u></p> <p>I can work with others to solve problems.</p>	<p><u>Heart</u></p> <p>I can work as part of a team or group within a well-defined role.</p>	<p><u>Heart</u></p> <p>I can explore and refine ways of communicating to best complete a set task.</p>	<p><u>Heart</u></p> <p>I can take responsibility for a role in a task.</p>

	Beginners	Intermediate	Advanced
Swimming	<ul style="list-style-type: none"> • Swim short distances unaided between 5 & 20 metres using one consistent stroke. • Propel themselves over longer distances with the assistance of swimming aids. • Move with more confidence in the water including submerging themselves fully. • Enter and exit the water independently 	<ul style="list-style-type: none"> • Swim over greater distances, between 10 & 20 meters with confidence in shallow water. • Begin to use basic swimming techniques including correct arm and leg action. • Explore and use basic breathing patterns. • Enter and exit the water in a variety of ways. • Take part in problem-solving activities such as group floats and team challenges 	<ul style="list-style-type: none"> • Bring control and fluency to at least two recognised strokes. • Implement good breathing technique to allow for smooth stroke patterns. • Attempt personal survival techniques as an individual and group with success. • Link lengths together with turns and attempt tumble turn in isolation and during a stroke

	KS1	KS2
Wellbeing	<ul style="list-style-type: none"> • Know how to work as part of a team • How to perform breathing exercises to be mindful • Know how to connect with others to complete tasks 	<ul style="list-style-type: none"> • Understand how breathing exercises can help someone be mindful • Know how to connect with others to complete tasks with increased success • Be able to notice changes in their surroundings and what maybe causing them