

Skills Progression: Physical Education

EYFS	Key Stage One		Key Stage Two			
30-50 months 40-60+ months ELGs	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Evaluation						
	I can comment on own and others performance		I can watch and describe performances.		I can watch and describe performance accurately.	
	I can give comments on how to improve performance .		I can make suggestions on how to improve my work.		I can comment on tactics and techniques to help improve performances .	
	I can improve my sequence based on feedback.		I can work with a partner or small group to improve my skills .		I can make suggestions on how to improve my work, commenting on similarities and differences .	
	I can use appropriate vocabulary when giving feedback for my age.		I can use appropriate vocabulary when giving feedback for my age.		I can learn from others how they can improve their skills.	
	Cross-curricular links: PSHE, English (Speaking and Listening)		Cross-curricular links: PSHE, English (Speaking and Listening)		Cross-curricular links: PSHE, English (Speaking and Listening)	
Games						
Moves freely and with pleasure and confidence in a range of ways.	I can throw underarm .	I can throw overarm	I can choose whether to use an underarm or overarm throw.		I can choose whether to use an underarm or overarm throw.	
	I can hit a ball with a large bat .	I can hit a ball with a medium bat .	I can hit a ball accurately with control .		I can use forehand and backhand with a racket .	
Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles	I can throw and catch with both hands.	I can throw with one hand	I can catch with one hand.		I can throw and catch accurately over increasing distances.	
			I can throw and catch accurately and with control .			
	I can throw and kick in different ways.	I can use hitting , kicking and/or rolling in a game .	I can keep possession of the ball .		I can pass in different ways.	
Can catch a large ball	I can bounce and catch the ball .	I can bounce and catch the ball several times in succession.	I can dribble the ball for a short distance.		I can dribble the ball over increasing distances.	
Experiments with different ways of moving.	I can move and stop safely.	I can decide the best space to be in during a game .	I am aware of space and use it to support team-mates and to cause problems for the opposition .		I can field .	
		I can use one tactic in a game .	I can vary tactics and adapt skills depending on what is happening in a game.		I can choose a tactic for defending and attacking .	
Negotiates space successfully when playing racing and chasing games with					I can use a number of techniques to pass , dribble and shoot .	
					I can work as a team and communicate a plan.	

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<p>other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Children show good control and co-ordination in large and small movements.</p> <p>Children move confidently in a range of ways, safely negotiating space.</p> <p>Children handle equipment and tools effectively, including pencils for writing.</p>				I can lead others in a game situation.
	<i>Cross-curricular links: Geography / History (if learning linking to a particular sport, e.g. football)</i>	<i>Cross-curricular links: Geography / History (if learning linking to a particular sport, e.g. football)</i>	<i>Cross-curricular links: Geography / History (if learning linking to a particular sport, e.g. football)</i>	<i>Cross-curricular links: Geography / History (if learning linking to a particular sport, e.g. football)</i>
	I can follow simple rules .	I can follow rules .	I know and use rules fairly	<p>I can play to agreed rules.</p> <p>I can explain rules.</p> <p>I can umpire.</p>
	<i>Cross-curricular links: PSHE, English (Listening)</i>	<i>Cross-curricular links: PSHE, English (Listening)</i>	<i>Cross-curricular links: PSHE, English (Listening)</i>	<i>Cross-curricular links: PSHE, English (Speaking & Listening)</i>
Gymnastics				
<p>Moves freely and with pleasure and confidence in a range of ways.</p>	<p>I can make my body curled, tense, stretched and relaxed.</p> <p>I can roll, curl, travel and balance in different ways.</p>		<p>I can work in a controlled way.</p> <p>I can include change of speed and direction.</p> <p>I can include a range of shapes.</p>	<p>I can combine action, balance and shape.</p> <p>I can perform consistently to different audiences.</p> <p>I can link sequences to specific timings.</p>

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<p>Experiments with different ways of moving.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Children show good control and co-ordination in large and small movements.</p> <p>Children move confidently in a range of ways, safely negotiating space.</p> <p>Children handle equipment and tools effectively, including pencils for writing.</p>	I can control my body when travelling and balancing .		I can explain how strength and suppleness affect performance .	
	I can copy sequences and repeat them.	I can plan and perform a sequence of movements . I can think of more than one way to create a sequence which follows some 'rules'.	I can adapt sequences to suit different types of apparatus and criteria . I can compare and contrast gymnastic sequences .	I can make complex extended sequences .
		I can work on my own and with a partner .	I can work with a partner to create, repeat and improve a sequence with at least three phases .	I can combine my own work with that of others.
	<i>Cross-curricular links: Science (balancing)</i>	<i>Cross-curricular links: Science (balancing)</i>	<i>Cross-curricular links: Science (balancing)</i>	<i>Cross-curricular links: Science (balancing)</i>
Dance				
<p>Experiments with different ways of moving.</p> <p>Children show good control and co-ordination in large and small movements.</p> <p>Children move confidently in a range of ways, safely negotiating space.</p>	I can move to music .	I can change rhythm, speed, level and direction in my dance . I can dance with control and coordination .		
	I can copy dance moves .	I can make a sequence by linking sections together.	I can repeat, remember and perform phrases .	I can compose my own dances in a creative way.
	I can move safely in a space .	I can use dance to show a mood or feeling .	I can improvise freely and translate ideas from a stimulus into movement . I can use dance to communicate an idea .	I can perform to an accompaniment . I can dance to show clarity, fluency, accuracy and consistency .

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Children handle equipment and tools effectively, including pencils for writing.	I can make up a short dance . I can perform my own dance moves .		I can share and create phrases with a partner and small group. I can take the lead when working with a partner or group.	I can develop sequences in a specific style . I can choose my own music and style .
	<i>Cross-curricular links: Music, Geography / History (if learning a traditional dance)</i>	<i>Cross-curricular links: Music, Geography / History (if learning a traditional dance)</i>	<i>Cross-curricular links: Music, Geography / History (if learning a traditional dance)</i>	<i>Cross-curricular links: Music, Geography / History (if learning a traditional dance)</i>
Swimming				
			I can swim competently, confidently and proficiently over a distance of at least 25 metres I can use a range of strokes effectively e.g. front crawl , backstroke and breaststroke . I can perform safe self-rescue in different water-based situations .	
			<i>Cross-curricular links: PSHE</i>	
Athletics				
Moves freely and with pleasure and confidence in a range of ways. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles Experiments with different ways of moving. Jumps off an object and lands appropriately Children show good control and co-ordination in large and small movements.	I can run at different speeds .	I can change speed and direction whilst running .	I can run at fast , medium and slow speeds ; changing speed and direction . I can take part in a relay , remembering when to run and what to do. I can run over a long distance . I can sprint over a short distance .	I can combine running and jumping .
	I can jump from a standing position	I can jump from a standing position with accuracy .	I can jump in different ways .	I can show control when taking off and landing .
	I can perform a variety of throws with basic control .	I can perform a variety of throws with control and co-ordination.	I can throw in different ways . I can hit a target .	I can throw with accuracy .
		I can use equipment safely		
	<i>Cross-curricular links: Geography / History (if linking to Olympics / Ancient Greece)</i>	<i>Cross-curricular links: Geography / History (if linking to Olympics / Ancient Greece)</i>	<i>Cross-curricular links: Geography / History (if linking to Olympics / Ancient Greece)</i>	<i>Cross-curricular links: Geography / History (if linking to Olympics / Ancient Greece)</i>
				I can demonstrate stamina .

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Children move confidently in a range of ways, safely negotiating space.				
Children handle equipment and tools effectively, including pencils for writing.				
Outdoor Adventurous Activities				
			I can follow a map in a familiar context.	I can follow a map in an unknown location.
			I can use clues to follow a route	I can use clues and a compass to navigate a route .
			I can follow a route safely .	I can change my route to overcome a problem.
			I can follow a route within a time limit .	I can use new information to change my route.
				I can plan a route and a series of clues for someone else.
				I can plan with others taking account of safety and danger .
			<i>Cross-curricular links: Maths, Geography, English</i>	<i>Cross-curricular links: Maths, Geography, English</i>