



Skill Progression

Subject: Physical Education

Subject Leader: Sarah Raven

| Skill | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | KS3 |
|---------------------|---|---|---|---|---|---|--|---|
| <p><u>Games</u></p> | <p>Managing Self ELG</p> <p>Children will be confident to try new activities and show independence, resilience and perseverance in the face of challenge; explain the reasons for rules, know right from wrong and try to behave accordingly; manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> | <p>I can throw underarm</p> <p>I can hit a ball with a bat</p> <p>I can move and stop safely</p> <p>I can throw and catch with both hands</p> <p>I can throw and kick in different ways</p> | <p>I can use hitting, kicking and/ or rolling in a game</p> <p>I can decide the best space to be in during a game</p> <p>I can use one tactic in a game</p> <p>I can follow rules</p> | <p>I can throw and catch with control</p> <p>I am aware of space and use it to support team-mates and to cause problems for the opposition</p> <p>I know and use rules fairly</p> | <p>I can catch with one hand</p> <p>I can throw and catch accurately</p> <p>I can hit a ball accurately with control</p> <p>I can keep possession of a ball</p> <p>I can vary tactics and adapt skills depending on what is happening in a game</p> | <p>I can gain possession by working in a team</p> <p>I can pass in different ways</p> <p>I can use forehand and backhand with a racket</p> <p>I can field</p> <p>I can choose a tactic for defending and attacking</p> <p>I can use a number of techniques to pass, dribble and shoot</p> | <p>I can play to agreed rules</p> <p>I can explain rules</p> <p>I can umpire/ referee</p> <p>I can make a team and communicate a plan</p> <p>I can lead others in a game situation</p> | <p>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]</p> |

| | | | | | | | | |
|------------|--|---|--|--|--|--|--|--|
| | <p>Gross Motor Skills ELG Children</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others; demonstrate strength, balance and coordination when playing; move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> | | | | | | | |
| Gymnastics | | <p>I can make my body curled, tense, stretched and relaxed</p> <p>I can control my body when travelling and balancing</p> <p>I can copy sequences and repeat them</p> <p>I can roll, curl, travel and</p> | <p>I can plan and perform a sequence of movements</p> <p>I can improve my sequence based on feedback</p> <p>I can think of more than one way to create a sequence which follows some 'rules'</p> <p>I can work on my own and with my partner</p> | <p>I can adopt sequences to suit different types of apparatus and criteria</p> <p>I can explain how strength and suppleness affect performance</p> <p>I can compare and contrast gymnastic sequences</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 work with a partner to create, repeat and improve a sequence with</p> | <p>I can make complex extended sequences</p> <p>I can combine action, balance and shape</p> <p>I can perform consistently to different audiences</p> | <p>I can combine my own work with that of others</p> <p>I can link sequences to specific timings</p> | <p>Develop their technique and improve their performance in other competitive sports (for example, athletics and gymnastics)</p> |

| | | | | | | | | |
|---------|--|---|--|--|---|---|---|---|
| | | balance in different ways | | | a least 3 phases | | | |
| Dance | | <p>I can move to music</p> <p>I can copy dance moves</p> <p>I can perform my own dance moves</p> <p>I can make up a short dance</p> <p>I can move safely in space</p> | <p>I can change rhythm, speed, level and direction in my dance</p> <p>I can dance with control and coordination</p> <p>I can make a sequence by linking sections together</p> <p>I can use dance to show a mood or feeling</p> | <p>I can improve freely and translate ideas from a stimulus into a movement</p> <p>I can share and create phrases with a partner and a small group</p> <p>I can repeat, remember and perform phrases</p> | <p>I can take the lead when working with a partner or group</p> <p>I can use dance to communicate an idea</p> | <p>I can compose my own dances in a creative way.</p> <p>I can perform to an accompaniment</p> <p>My dance shows clarity, fluency, accuracy and consistency</p> | <p>I can develop sequences in a specific style</p> <p>I can choose my own music and style</p> | <p>Perform dances using advanced dance techniques within a range of dance styles and forms</p> |
| General | | <p>I can copy actions</p> <p>I can repeat actions and skills</p> <p>I can move with control and care</p> <p>I can use equipment safely</p> | <p>I can copy and remember actions</p> <p>I can talk about what is different from what I did and what someone else did</p> | | | | | <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>Take part in competitive sports and</p> |

| | | | | | | | | |
|-------------------------|--|--|--|--|--|--|--|--|
| | | | | | | | | activities outside school through community links or sports clubs. |
| Athletics | | | | <p>I can run at fast, medium and slow speeds; changing speed and direction</p> <p>I can take part in a relay, remembering when to run and what to do</p> | <p>I can run over a long distance</p> <p>I can sprint over a short distance</p> <p>I can throw in different ways</p> <p>I can hit a target</p> <p>I can jump in different ways</p> | <p>I can control when taking off and landing</p> <p>I can throw with accuracy</p> <p>I can combine running and jumping</p> | <p>I can demonstrate stamina</p> | |
| Outdoor and adventurous | | | | <p>I can follow a map in a familiar context</p> <p>I can use clues to follow a route</p> <p>I can follow a route safely</p> | <p>I can follow a map in a (more demanding) familiar context</p> <p>I can follow a route within a time limit</p> | <p>I can follow a map in an unknown location</p> <p>I can use clues and a compass to navigate a route</p> <p>I can change my route to overcome a problem</p> | <p>I can plan a route and a series of clues for someone else</p> <p>I can plan with others taking account of</p> | <p>Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team,</p> |

| | | | | | | | | |
|----------|--|--|--|--|--|---|-------------------|--|
| | | | | | | I can use new information to change my route | safety and danger | building on trust and developing skills to solve problems, either individually or as a group |
| Swimming | | | | | | Swim competently, confidently and proficiently over a distance of at least 25metres Use a range of strokes effectively such as front crawl, back-stroke and breaststroke Perform safe self-rescue in different water-based situations | | |