


## PE progression of skills

<b><u>Skills</u></b>	<b><u>Reception</u></b>	<b><u>Year 1</u></b>	<b><u>Year 2</u></b>	<b><u>Year 3</u></b>	<b><u>Year 4</u></b>	<b><u>Year 5</u></b>	<b><u>Year 6</u></b>
<b>Health and fitness</b> 	I can say how my body feels before, during and after activity.	I can describe how my body feels before, during and after an activity. I can show how to exercise safely.	I can show how to exercise safely. I can describe how my body feels during different activities. I can explain what my body needs to stay healthy.	I can explain why it is important to warm up and cool down. I can identify some muscle groups used in gymnastic activities.	I can explain why warming up is important. I can explain why keeping fit is good for my health. I can explain what effect exercise has on my body.	I can explain some important safety principles when preparing for exercise. I can explain why exercise is important. I can choose appropriate warm ups and cool downs.	I can explain how the body reacts to different exercises. I can explain why we need regular and safe exercise.
<b>Acquiring and developing skills.</b>	I can copy actions. I can repeat actions and skills.	I can copy actions. I can repeat actions and skills. I can move with control and care. I can copy and remember actions. I can move equipment carefully.	I can copy and remember actions. I can repeat and explore actions with control and coordination.	I can select and use the most appropriate skills, actions or ideas. I can move and use actions with co-ordination and control. I can make up my own small sided game.	I can select and use the most appropriate skills, actions or ideas. I can make up my own small-sided game. I can show good control in my movements.	I can link skills, techniques and ideas and apply them accurately and appropriately. I can show good control in my movements.	I can apply my skills, techniques and ideas consistently. I can show precision, control and fluency.
<b>Evaluating and improving</b>	I can talk about what I have done. I can describe what other children have done.	I can talk about what I have done. I can describe what other people did. I can say how I could improve.	With help, I can recognise how performances could be improved. I can explain how my work is similar and different from that of	I can explain how my work is similar and different from that of others. I can use my observations to improve my work.	I can compare and comment on skills, techniques and ideas that I and others have used. I can modify use of skills or	I can analyse and explain why I have used specific skills or techniques. I can create my own success criteria for evaluating.	Pupils should be taught to compare their performances with previous ones to achieve their personal best.

			others. I can use my comparison to improve my work.		techniques to improve my work.		
<b>Dance</b>	I can move to music. I can perform simple dances. I can move around space safely.	I can move to music. I can copy dance moves. I can perform some dance moves. I can move around the space safely. I can dance imaginatively.	I can change rhythm, speed, level and direction. I can dance with control and co-ordination. I can make a sequence by linking sections together. I can link some movement to show a mood or feeling. I can make up a short dance.	I can improvise freely, translating ideas from a stimulus into movement. I can share and create phrases with a partner and in small groups. I can repeat, remember and perform these phrases in a dance. I can use dance to communicate an idea. I can take the lead when working with a partner or group.	I can work on my movements and refine them. I can compose my own dances in a creative and imaginative way. My movements are controlled. I can make sure my dance moves are clear and fluent.	I can perform to an accompaniment, expressively and sensitively. My movements are controlled. My dance shows clarity, fluency, accuracy and consistency.	I can develop imaginative dances in a specific style. I can choose my own music, style and dance.
<b>Games</b>	I can handle equipment. I can move confidently and safely negotiating space.	I can throw underarm. I can roll a piece of equipment. I can move and stop safely. I can catch with both hands. I can kick in different ways. I can hit a ball	I can stay in a 'zone' during a game. I can decide where the best place to be is during a game. I can use one tactic in a game. I can follow rules. I can use hitting,	I can throw and catch with control when under limited pressure. I know and use rules fairly to keep games going. I can keep possession with some success when using	I can hit a ball accurately and with control. I can keep possession of the ball. I can vary tactics and adapt skills according to what is happening. I can choose the	I can gain possession by working as a team. I can pass in different ways. I can use forehand and backhand with a racquet. I can field. I can use a number of techniques to	I can explain complicated rules. I can make a team plan and communicate it to others. I can lead others in a game situation. I can umpire.

		with a bat. I can follow rules.	kicking and/or rolling in a game.	equipment that is not used for throwing and catching skills. I am aware of space and use it to support team mates and cause problems for the opposition.	best tactics for attacking and defending. I can catch with one hand.	pass, dribble and shoot.	
<b>Gymnastics</b>	I can move confidently and safely negotiating space. I can show good control and coordination in large and small movements.	I can make my body tense, relaxed, curled and stretched. I can copy sequences and repeat them. I can roll in different ways. I can travel in different ways. I can balance in different ways. I can stretch in different ways. I can curl in different ways. I can climb safely.	I can use contrast in my sequences. My movements are controlled. I can think of more than one way to create a sequence which follows a set of 'rules'. I can work on my own and with a partner to create a sequence. I can plan and show a sequence of moves. I can improve my sequence.	I can use a greater number of my own ideas for movement in response to a task. I can explain how strength and suppleness affect performances. I can compare and contrast gymnastic sequences, commenting on similarities and differences. I can work in a controlled way. I can adapt sequences to suit different apparatus.	I can include change of speed. I can include change of direction. I can include a range of shapes. I can follow a set of 'rules' to produce a sequence. I can combine action, balance and shape. I can work with a partner to create, repeat and improve a sequence with at least three phases.	I can make complex or extended sequences. I can perform consistently to different audiences. My movements are accurate, clear and consistent.	I can combine my own work with that of others. I can link my sequences to specific timings.
<b>Athletics</b>	I can move confidently and safely			I can run at fast, medium and slow speeds, changing	I can sprint over a short distance. I can throw in	I am controlled when taking off and landing in a	I can demonstrate stamina. I can use my skills

	negotiating space. I can show good control and coordination in large and small movements.			speed and direction. I can make up and repeat a short sequence of linked jumps. I can take part in a relay activity, remembering when to run and what to do. I can throw a variety of objects, changing my action.	different ways. I can hit a target. I can jump in different ways. I can combine running and jumping. I can run over a long distance.	jump. I can throw with accuracy. I can follow specific rules.	in different situations.
<b>Outdoor and adventure</b>				I can follow a map in a familiar context. I can move from one location to another following a map. I can use clues to follow a route. I can follow a route accurately, safely and within a time limit.	I can follow a map in a more demanding familiar context. I can move from one location to another following a map. I can use clues to follow a route. I can follow a route accurately, safely and within a time limit.	I can follow a map in an unknown location. I can use clues and compass directions to navigate a route. I can change my route if there is a problem. I can change my plan if I get new information.	I can plan a route and series of clues for someone else. I can plan with others taking account of safety and danger.
<b>Swimming</b>		<b>Keystage 2 low attainers</b> I can swim between 25 and 50metres unaided. I can keep swimming for 30 to 45 seconds, using swimming aids and	<b>Keystage 2 middle attainers</b> I can swim between 50 and 100 metres and keep swimming for 45 to 90 seconds? I can use 3 different strokes,	<b>Keystage 2 high attainers</b> I can swim further than 100 metres? I can swim fluently and confidently for over 90 seconds. I can use all 3 strokes with control.			

		<p>support</p> <p>I can use a variety of basic arm and leg actions when on my front and on my back.</p> <p>I can swim on the surface and lower myself under water.</p> <p>I can take part in group problem-solving activities on personal survival.</p> <p>I can recognise how my body reacts and feels when swimming.</p> <p>I can recognise and concentrate on what I need to improve.</p>	<p>swimming on my front and back.</p> <p>I can control my breathing.</p> <p>I can swim confidently and fluently on the surface and under water.</p> <p>I can work well in groups to solve specific problems and challenges, sharing out the work fairly.</p> <p>I can recognise how swimming affects my body, and pace my efforts to meet different challenges.</p> <p>I can suggest activities and practices to help improve my own performance.</p>	<p>I can swim short distances using butterfly.</p> <p>I can breathe so that the pattern of my swimming is not interrupted.</p> <p>I can perform a wide range of personal survival techniques confidently.</p> <p>I know what the different tasks demand of my body and pace my efforts well to meet challenges.</p> <p>I can describe good swimming technique and show and explain it to others.</p>
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