



Progression of Skills: Physical Education

Dance	Nursery	Reception	Year1	Year2	Year3	Year4	Year5	Year6
Health		I can describe how the body feels when still and when exercising.	I can describe how the body feels before, during and after exercise. I can carry and place equipment safely.	I can recognise and describe how the body feels during and after different physical activities. I can explain what I need to stay healthy.	I can recognise and describe the effects of exercise on the body. I can know the importance of strength and flexibility for physical activity. I can explain why it is important to warm up and cool down.	I can describe how the body reacts at different times and how this affects performance. I can explain why exercise is good for your health. I can explain some reasons for warming up and cooling down.	I can know and understand the reasons for warming up and cooling down. I can explain some safety principles when preparing for and during exercise.	I can understand the importance of warming up and cooling down. I can carry out warm-ups and cool downs safely and effectively. I can understand why exercise is good for health, fitness and wellbeing. I can know ways to become healthier.
Skills		I can join a range of different	I can copy and repeat actions.	I can copy, remember and repeat actions.	I can begin to improvise with a partner to create a simple dance.	I can identify and repeat the movement patterns and actions	I can identify and repeat the movement patterns and	I can identify and repeat the movement patterns and

		<p>movements together.</p> <p>I can change the speed of my actions</p> <p>I can change the style of my movements.</p> <p>I can create a short movement phrase which demonstrates my own ideas.</p>	<p>I can put a sequence of actions together to create a motif.</p> <p>I can vary the speed of my actions.</p> <p>I can use simple choreographic devices such as unison, canon and mirroring.</p> <p>I can begin to improvise independently to create a simple dance.</p>	<p>I can change the speed and level of my actions.</p> <p>I can use simple choreographic devices such as unison, canon and mirroring.</p> <p>I can use different transitions within a dance motif.</p> <p>I can move in time to music.</p> <p>I can improve the timing of my actions.</p>	<p>I can create motifs from different stimuli.</p> <p>I can begin to compare and adapt movements and motifs to create a larger sequence.</p> <p>I can use simple dance vocabulary to compare and improve work.</p> <p>I can perform with some awareness of rhythm and expression.</p>	<p>of a chosen dance style.</p> <p>I can compose a dance that reflects the chosen dance style.</p> <p>I can confidently improvise with a partner or on my own.</p> <p>I can compose longer dance sequences in a small group.</p> <p>I can demonstrate precision and some control in response to stimuli.</p> <p>I can begin to vary dynamics and develop actions and motifs in response to stimuli. I can demonstrate rhythm and spatial awareness.</p> <p>I can change parts of a dance as a result of self-evaluation.</p>	<p>actions of a chosen dance style.</p> <p>I can compose individual, partner and group dances that reflect the chosen dance style.</p> <p>I can show a change of pace and timing in my movements.</p> <p>I can develop an awareness of my use of space.</p> <p>I can demonstrate imagination and creativity in the movements I devise in response to stimuli.</p> <p>I can improvise with confidence, still</p>	<p>actions of a chosen dance style.</p> <p>I can perform with confidence, using a range of movement patterns.</p> <p>I can demonstrate strong and controlled movements throughout a dance sequence. I can combine flexibility, techniques and movements to create a fluent sequence.</p> <p>I can move appropriately and with the required style in relation to the stimulus, e.g. using various levels,</p>
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Performance		I can control my body when	I can perform using a	I can perform sequences of my own	I can develop the quality of the	I can perform and create sequences with	I can perform own longer, more complex	I can link actions to create a

		<p>performing a sequence of movements.</p>	<p>range of actions and body parts with some co-ordination.</p> <p>I can begin to perform learnt skills with some control.</p>	<p>composition with co-ordination.</p> <p>I can perform learnt skills with increasing control.</p> <p>I can compete against self and others.</p>	<p>actions in my performances.</p> <p>I can perform learnt skills and techniques with control and confidence.</p> <p>I can compete against self and others in a controlled manner.</p>	<p>fluency and expression.</p> <p>I can perform and apply skills and techniques with control and accuracy.</p>	<p>sequences in time to music.</p> <p>I can consistently perform and apply skills and techniques with accuracy and control.</p>	<p>complex sequence using a full range of movement.</p> <p>I can perform the sequence in time to music.</p> <p>I can perform and apply a variety of skills and techniques confidently, consistently and with precision.</p>
Evaluation		<p>I can talk about what I have done.</p> <p>I can talk about what others have done.</p>	<p>I can watch and describe performances.</p> <p>I can begin to say how I could improve.</p>	<p>I can watch and describe performances and use what I see to improve my own performance.</p> <p>I can talk about the differences between my work and that of others.</p>	<p>I can watch, describe and evaluate the effectiveness of a performance.</p> <p>I can describe how my performance has improved over time.</p>	<p>I can watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>I can modify my use of skills or techniques to achieve a better result.</p>	<p>I can choose and use criteria to evaluate own and others' performances.</p> <p>I can explain why I have used particular skills or techniques, and the effect they have had on my performance.</p>	<p>I can thoroughly evaluate my own and others' work, suggesting thoughtful and appropriate improvements.</p>

Gymnastics	Nursery	Reception	Year1	Year2	Year3	Year4	Year5	Year6
Health		I can describe how the body feels when still and when exercising.	I can describe how the body feels before, during and after exercise. I can carry and place equipment safely.	I can recognise and describe how the body feels during and after different physical activities. I can explain what I need to stay healthy.	I can recognise and describe the effects of exercise on the body. I can know the importance of strength and flexibility for physical activity. I can explain why it is important to warm up and cool down.	I can describe how the body reacts at different times and how this affects performance. I can explain why exercise is good for your health. I know some reasons for warming up and cooling down.	I can understand the reasons for warming up and cooling down. I can explain some safety principles when preparing for and during exercise.	I can understand the importance of warming up and cooling down. I can carry out warm-ups and cool-downs safely and effectively. I can understand why exercise is good for health, fitness and wellbeing.
Skills		I can create a short sequence of movements. I can roll in different ways with control. I can travel in different ways.	I can create and perform a movement sequence. I can copy actions and movement sequences with a beginning, middle and end.	I can copy, explore and remember actions and movements to create my own sequence. I can link actions to make a sequence.	I can choose ideas to compose a movement sequence independently and with others. I can link combinations of actions with increasing confidence, including	I can create a sequence of actions that fit a theme. I can use an increasing range of actions, directions and levels in my sequences. I can move with clarity, fluency and expression.	I can select ideas to compose specific sequences of movements, shapes and balances. I can adapt my sequences to fit new criteria or suggestions.	I can create my own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging,

		<p>I can stretch in different ways.</p> <p>I can jump in a range of ways from one space to another with control.</p> <p>I can begin to balance with control.</p>	<p>I can link two actions to make a sequence.</p> <p>I can recognise and copy contrasting actions (small/tall, narrow/wide).</p> <p>I can travel in different ways, changing direction and speed.</p> <p>I can hold still shapes and simple balances.</p> <p>I can carry out simple stretches.</p> <p>I can carry out a range of simple</p>	<p>I can travel in a variety of ways, including rolling.</p> <p>I can hold a still shape whilst balancing on different points of the body.</p> <p>I can jump in a variety of ways and land with increasing control and balance.</p> <p>I can climb onto and jump off the equipment safely.</p> <p>I can move with increasing control and care.</p> <p>I can log roll (controlled) curled side roll (egg roll)</p>	<p>changes of direction, speed or level.</p> <p>I can develop the quality of my actions, shapes and balances.</p> <p>I can move with co-ordination, control and care.</p> <p>I can use turns whilst travelling in a variety of ways.</p> <p>I can use a range of jumps in my sequences.</p> <p>I can begin to use equipment to vault.</p> <p>I can create interesting body shapes while holding balances with control and confidence.</p>	<p>I can show changes of direction, speed and level during a performance.</p> <p>I can travel in different ways, including using flight.</p> <p>I can use equipment to vault in a variety of ways.</p> <p>I can carry out balances, recognising the position of my centre of gravity and how this affects the balance.</p> <p>I can begin to develop good technique when travelling, balancing and using equipment.</p> <p>I can develop strength, technique and flexibility throughout performances.</p> <p>I can forward roll, tucked backward roll, log roll (controlled),</p>	<p>I can perform jumps, shapes and balances fluently and with control.</p> <p>I can confidently develop the placement of my body parts in balances, recognising the position of my centre of gravity and where it should be in relation to the base of the balance.</p> <p>I can confidently use equipment to vault in a variety of ways.</p> <p>I can apply skills and techniques consistently.</p>	<p>vaulting and stretching.</p> <p>I can demonstrate precise and controlled placement of body parts and their actions, shapes and balances.</p> <p>I can confidently use equipment to vault and incorporate this into sequences.</p> <p>I can apply skills and techniques consistently, showing precision and control.</p> <p>I can develop strength, technique and flexibility throughout performances.</p>
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			<p>jumps, landing safely. I can move around, under, over, and through different objects and equipment. I can begin to move with control and care.</p>	<p>(controlled) teddy bear roll (controlled) rocking forward roll, crouched forward roll.</p> <p>I can straight jump, tuck jump star jump, half turn jump.</p> <p>I can tiptoe, step, jump and hop, hopscotch, skip, gallop.</p> <p>I can balance - standing balance, kneeling balance, large body part balances, balances on apparatus, balances with a partner, pike, tuck, star, straight, straddle shapes</p>	<p>I can begin to show flexibility in movements.</p> <p>I can roll - crouched forward roll, forward roll from standing, tucked backward roll.</p> <p>I can straight jump, tuck jump, jumping jack, star jump, straddle jump, pike jump, straight jump half-turn.</p> <p>I can balance - large and small body part balances, including standing and kneeling balances.</p> <p>I can balance on apparatus matching and contrasting</p>	<p>curled side roll (egg roll) (controlled), teddy bear roll, log roll (pencil roll).</p> <p>I can straight jump, tuck jump, jumping jack star jump, straddle jump, pike jump, straight jump half-turn, straight jump full-turn.</p> <p>I can tiptoe, step, jump and hop, hopscotch skip, pivot.</p> <p>I can 1, 2, 3 and 4-point balances.</p> <p>I can balance on apparatus.</p> <p>I can balance with and against a partner.</p> <p>I can pike, tuck, star, straight, straddle shapes.</p> <p>I can front and back support.</p>	<p>I can develop strength, technique and flexibility throughout performances.</p> <p>I can combine equipment with movement to create sequences.</p> <p>I can forward roll from standing, tucked backward roll, log roll (controlled), curled side roll (egg roll) (controlled), Teddy bear roll, log roll (pencil roll)</p> <p>I can straight jump, tuck jump, jumping jack, star jump, straddle jump, pike jump, straight jump half-turn, straight jump full-turn.</p> <p>I can 1, 2, 3 and 4-point balance</p> <p>I can balance on apparatus</p>	<p>I can forward roll from standing, tucked backward roll, log roll (controlled), curled side roll (egg roll) (controlled), Teddy bear roll, log roll (pencil roll)</p> <p>I can straight jump, tuck jump, jumping jack, star jump, straddle jump, pike jump, straight jump half-turn, straight jump full-turn.</p> <p>I can 1, 2, 3 and 4-point balance</p> <p>I can balance on apparatus</p>
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				<p>front and back support.</p>	<p>partner balances.</p> <p>I can pike, tuck, star, straight, straddle shapes.</p> <p>I can front and back support.</p>		<p>half-turn, straight jump full-turn.</p> <p>I can 1, 2, 3 and 4- point balance.</p> <p>I can balance on apparatus.</p> <p>I can part body weight partner balance.</p> <p>I can pike, tuck, star, straight, straddle shapes.</p> <p>I can front and back support.</p>	<p>I can develop technique, control and complexity of part-weight partner balances.</p> <p>I can pike, tuck, star, straight, straddle shapes.</p> <p>I can front and back support.</p>
		<p>I can curled side roll (egg roll) log roll (pencil roll).</p> <p>I can straight jump, tuck jump, star jump, turn jump.</p>	<p>I can log roll (controlled) curled side roll (egg roll) (controlled) teddy bear roll (controlled).</p>					

		<p>I can bunny hop.</p> <p>I can tiptoe, step, jump and hop.</p> <p>I can hold a standing balance.</p>	<p>I can straight jump, tuck jump, star jump, half turn jump.</p> <p>I can tiptoe, step, jump and hop, hopscotch, skip, gallop.</p>					
Performance		<p>I can control my body when performing a sequence of movements.</p> <p>I can participate in simple games.</p>	<p>I can perform using a range of actions and body parts with some co-ordination.</p> <p>I can begin to perform learnt skills with some control.</p>	<p>I can perform sequences of my own composition with co-ordination.</p> <p>I can perform learnt skills with increasing control.</p>	<p>I can develop the quality of the actions in my performances.</p> <p>I can perform learnt skills and techniques with control and confidence.</p> <p>I can compete against self and others in a controlled manner.</p>	<p>I can perform and create sequences with fluency and expression.</p> <p>I can perform and apply skills and techniques with control and accuracy.</p>	<p>I can perform own longer, more complex sequences.</p> <p>I can consistently perform and apply skills and techniques with accuracy and control.</p>	<p>I can link actions to create a complex sequence using a full range of movement that showcases different agilities.</p> <p>I can perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>I can begin to record my</p>

								peers' performances, and evaluate these.
<i>Games (Invasion, Striking and Fielding, Net/wall)</i>	<i>Nursery</i>	<i>Reception</i>	<i>Year1</i>	<i>Year2</i>	<i>Year3</i>	<i>Year4</i>	<i>Year5</i>	<i>Year6</i>
<i>Health</i>		<i>I can describe how the body feels when still and when exercising.</i>	<i>I can describe how the body feels before, during and after exercise.</i> <i>I can carry and place equipment safely.</i>	<i>I can recognise and describe how the body feels during and after different physical activities.</i> <i>I can explain what I need to do to stay healthy.</i>	<i>I can recognise and describe the effects of exercise on the body.</i> <i>I can know the importance of strength and flexibility for physical activity.</i> <i>I can explain why it is important to warm-up and cool down.</i>	<i>I can describe how the body reacts at different times and how this affects performance.</i> <i>I can explain why exercise is good for your health.</i> <i>I can explain some reasons for warming up and cooling down.</i>	<i>I can know and understand the reasons for warming up and cooling down.</i> <i>I can explain some safety principles when preparing for and during exercise.</i>	<i>I can understand the importance of warming up and cooling down.</i> <i>I can carry out warm-ups and cool downs safely and effectively.</i> <i>I can understand why exercise is good for health, fitness and wellbeing.</i> <i>I can explain ways I can become healthier.</i>

<p>Skills</p>		<p>I can hit a ball with a bat or racket.</p> <p>I can roll equipment in different ways.</p> <p>I can throw underarm.</p> <p>I can throw an object at a target.</p> <p>I can catch equipment using two hands.</p> <p>I can move a ball in different ways, including bouncing and kicking.</p> <p>I can kick an object at a target.</p>	<p>I can practise basic striking, sending and receiving.</p> <p>I can throw underarm and overarm.</p> <p>I can catch and bounce a ball.</p> <p>I can use rolling skills in a game. I can practise accurate throwing and consistent catching.</p> <p>I can travel with a ball in different ways.</p> <p>I can pass the ball to another</p>	<p>I can strike or hit a ball with increasing control.</p> <p>I can learn skills for playing striking and fielding games.</p> <p>I can position the body to strike a ball.</p> <p>I can throw different types of equipment in different ways, for accuracy and distance.</p> <p>I can throw, catch and bounce a ball with a partner.</p> <p>I can use throwing and catching skills in a game.</p> <p>I can use kicking skills in a game.</p>	<p>I can demonstrate successful hitting and striking skills.</p> <p>I can throw and catch with increasing control and accuracy.</p> <p>I can throw a ball in different ways (e.g. high, low, fast or slow).</p> <p>I can move with the ball in a variety of ways with some control.</p> <p>I can find a useful space and get into it to support teammates.</p> <p>I can use simple attacking and defending skills in a game.</p>	<p>I can use a bat, racket or stick (hockey) to hit a ball or shuttlecock with accuracy and control.</p> <p>I can build a rally with a partner.</p> <p>I can use hand-eye co-ordination to strike a moving and a stationary ball.</p> <p>I can develop different ways of throwing and catching.</p> <p>I can move with the ball using a range of techniques showing control and fluency.</p> <p>I can pass the ball with increasing speed, accuracy and success in a game situation.</p> <p>I can make the best use of space to pass and receive the ball.</p> <p>I can use a range of attacking and</p>	<p>I can use different techniques to hit a ball.</p> <p>I can identify and apply techniques for hitting a tennis ball.</p> <p>I can consolidate different ways of throwing and catching and know when each is appropriate in a game.</p> <p>I can use a variety of ways to dribble in a game with success.</p> <p>I can pass a ball with speed and accuracy using appropriate techniques in a game situation.</p>	<p>I can use good hand-eye co-ordination to be able to direct a ball when striking or hitting.</p> <p>I can understand how to serve in order to start a game.</p> <p>I can throw and catch accurately and successfully in a game.</p> <p>I can choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.</p>
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		<p>I can move safely around the space and equipment.</p> <p>I can travel in different ways, including sideways and backwards.</p> <p>I can play chasing games.</p> <p>I can follow simple rules.</p>	<p>player in a game.</p> <p>I can run at different speeds.</p> <p>I can begin to use space in a game.</p> <p>I can follow simple rules to play games, including team games.</p> <p>I can use simple attacking skills such as dodging to get past a defender.</p>	<p>I can use dribbling skills in a game.</p> <p>I can understand the importance of rules in games.</p>	<p>I can understand and begin to apply the basic principles of invasion games.</p> <p>I can know how to play a striking and fielding game fairly.</p>	<p>defending skills and techniques in a game.</p>	<p>I can demonstrate an increasing awareness of space.</p> <p>I can choose the best tactics for attacking and defending.</p> <p>I can shoot in a game.</p> <p>I can know when to pass and when to dribble in a game.</p> <p>I can devise and adapt rules to create my own game.</p>	<p>I can keep and win back possession of the ball effectively and in a variety of ways in a team game.</p> <p>I can demonstrate a good awareness of space.</p> <p>I can apply knowledge of skills for attacking and defending.</p> <p>I can work as a team to develop fielding strategies to prevent the opposition from scoring.</p> <p>I can follow and create rules to play a game successfully.</p>
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								<p>I can communicate plans to others during a game.</p> <p>I can lead others during a game.</p>
Performance		<p>I can control my body when performing a sequence of movements.</p> <p>I can participate in simple games.</p>	<p>I can perform using a range of actions and body parts with some co-ordination.</p> <p>I can begin to perform learnt skills with some control.</p> <p>I can engage in competitive activities and team games.</p>	<p>I can perform learnt skills with increasing control.</p> <p>I can compete against self and others.</p>	<p>I can perform learnt skills and techniques with control and confidence.</p> <p>I can compete against self and others in a controlled manner.</p>	<p>I can take part in a range of competitive games and activities.</p> <p>I can perform and apply skills and techniques with control and accuracy.</p>	<p>I can consistently perform and apply skills and techniques with accuracy and control.</p> <p>I can take part in competitive games with a strong understanding of tactics and composition.</p>	<p>I can perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>I can take part in competitive games with a strong understanding of tactics and composition.</p>

<i>Evaluation</i>		<p><i>I can talk about what I have done.</i></p> <p><i>I can talk about what others have done.</i></p>	<p><i>I can watch and describe performances.</i></p> <p><i>I can begin to say how I could improve.</i></p>	<p><i>I can talk about the differences between my work and that of others.</i></p>	<p><i>I can describe how my performance has improved over time.</i></p>	<p><i>I can watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</i></p> <p><i>I can modify my use of skills or techniques to achieve a better result.</i></p>	<p><i>I can choose and use criteria to evaluate own and others' performance.</i></p> <p><i>I can explain why I have used particular skills or techniques, and the effect they have had on my performance.</i></p>	<p><i>I can thoroughly evaluate my own and others' work, suggesting thoughtful and appropriate improvements.</i></p>
<i>Athletics</i>	<i>Nursery</i>	<i>Reception</i>	<i>Year1</i>	<i>Year2</i>	<i>Year3</i>	<i>Year4</i>	<i>Year5</i>	<i>Year6</i>
<i>Health</i>		<p><i>I can describe how the body feels when still and when exercising.</i></p>	<p><i>I can describe how the body feels before, during and after exercise.</i></p> <p><i>I can carry and place equipment safely.</i></p>	<p><i>I can recognise and describe how the body feels during and after different physical activities.</i></p> <p><i>I can explain what I need to stay healthy.</i></p>	<p><i>I can recognise and describe the effects of exercise on the body.</i></p> <p><i>I can explain why it is important to warm up and cool down.</i></p>	<p><i>I can describe how the body reacts at different times and how this affects performance.</i></p> <p><i>I can explain why exercise is good for your health.</i></p> <p><i>I can explain some reasons for warming up and cooling down.</i></p>	<p><i>I can know and understand the reasons for warming up and cooling down.</i></p> <p><i>I can explain some safety principles when preparing for and during exercise.</i></p>	<p><i>I can understand the importance of warming up and cooling down.</i></p> <p><i>I can carry out warm-ups and cool downs safely and effectively.</i></p> <p><i>I can understand</i></p>

								why exercise is good for health, fitness and wellbeing.
Skills		<p>I can run in different ways for a variety of purposes.</p> <p>I can jump in a range of ways, landing safely.</p> <p>I can roll equipment in different ways.</p> <p>I can throw underarm.</p> <p>I can throw an object at a target.</p>	<p>I can vary my pace and speed when running.</p> <p>I can run with a basic technique over different distances.</p> <p>I can sprint and jog in a straight line.</p> <p>I can perform different types of jumps: for example, two feet to two feet, two feet to one foot, two feet to two feet, two feet to one foot,</p>	<p>I can run at different paces, describing the different paces.</p> <p>I can vary the speed and direction in which I am travelling.</p> <p>I can maintain and control a run over different distances.</p> <p>I can perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.</p>	<p>I can begin to combine running with jumping over hurdles.</p> <p>I can focus on my arm and leg action to improve my sprinting technique.</p> <p>I can understand the importance of adjusting running pace to suit the distance being run.</p> <p>I can use one and two feet to take off and to land with.</p> <p>I can develop an effective take-off for the standing long jump.</p>	<p>I can carry out an effective sprint finish.</p> <p>I can perform a relay, focusing on the baton changeover technique.</p> <p>I can speed up and slow down smoothly.</p> <p>I can learn how to combine a hop, step and jump to perform the standing triple jump.</p> <p>I can land safely and with control.</p> <p>I can begin to measure the distance jumped.</p> <p>I can perform a pull throw.</p> <p>I can measure the distance of my throws.</p>	<p>I can accelerate from a variety of starting positions and select my preferred position.</p> <p>I can identify and demonstrate stamina, explaining its importance for runners.</p> <p>I can perform an effective standing long jump.</p> <p>I can perform the standing triple jump with increased confidence.</p>	<p>I can recap, practise and refine an effective sprinting technique, including reaction time.</p> <p>I can build up speed quickly for a sprint finish.</p> <p>I can run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern.</p> <p>I can accelerate to pass other competitors.</p> <p>I can work as a team to</p>

		<p>one foot to same foot or one foot to opposite foot.</p> <p>I can jump as high as possible.</p> <p>I can jump as far as possible.</p> <p>I can land safely and with control.</p> <p>I can throw underarm and overarm.</p> <p>I can throw a ball towards a target with increasing accuracy.</p> <p>I can improve the distance I</p>	<p>I can jump for distance from a standing position with accuracy and control.</p> <p>I can throw different types of equipment in different ways, for accuracy and distance.</p> <p>I can throw with accuracy at targets of different heights.</p> <p>I can investigate ways to alter my throwing technique to achieve greater distance.</p>	<p>I can land safely and with control.</p> <p>I can throw with greater control and accuracy.</p> <p>I can show increasing control in my overarm throw.</p> <p>I can perform a push throw.</p> <p>I can continue to develop techniques to throw for increased distance.</p>	<p>I can continue to develop techniques to throw for increased distance.</p>	<p>I can develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight.</p> <p>I can land safely and with control.</p> <p>I can measure the distance and height jumped with accuracy.</p> <p>I can throw a variety of implements using a range of throwing techniques.</p> <p>I can measure and record the distance of my throws.</p> <p>I can continue to develop</p>	<p>competitively perform a relay.</p> <p>I can demonstrate endurance and stamina over longer distances in order to maintain a sustained run.</p> <p>I can develop the technique for the standing vertical jump.</p> <p>I can maintain control at each of the different stages of the triple jump.</p> <p>I can land safely and with control.</p> <p>I can develop and improve my techniques for jumping for height and distance and</p>
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			can throw by using more power.				techniques to throw for increased distance.	<p>support others in improving their performance.</p> <p>I can measure and record the distance of their throws.</p> <p>I can continue to develop techniques to throw for increased distance and support others in improving their personal best.</p> <p>I can develop and refine techniques to throw for accuracy.</p>
Performance		I can control my body when performing a sequence of movements.	<p>I can begin to perform learnt skills with some control.</p> <p>I can engage in</p>	<p>I can perform learnt skills with increasing control.</p> <p>I can compete against self and others.</p>	<p>I can perform learnt skills and techniques with control and confidence.</p> <p>I can compete against self and</p>	<p>I can perform and apply skills and techniques with control and accuracy.</p> <p>I can take part in a range of competitive games and activities.</p>	<p>I can consistently perform and apply skills and techniques with accuracy and control.</p>	<p>I can perform and apply a variety of skills and techniques confidently, consistently and with precision.</p>

		I can participate in simple games.	competitive activities and team games.		others in a controlled manner.		I can take part in competitive games with a strong understanding of tactics and composition.	I can take part in competitive games with a strong understanding of tactics and composition.
Evaluation		I can talk about what I have done. I can talk about what others have done.	I can watch and describe performance s. I can begin to say how I could improve.	I can watch and describe performances, and use what I see to improve my own performance. I can talk about the differences between my work and that of others.	I can watch, describe and evaluate the effectiveness of a performance. I can describe how my performance has improved over time.	I can watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. I can modify my use of skills or techniques to achieve a better result.	I can choose and use criteria to evaluate own and others' performance. I can explain why I have used particular skills or techniques, and the effect they have had on my performance.	I can thoroughly evaluate my own and others' work, suggesting thoughtful and appropriate improvements.
Outdoor Adventure	Nursery	Reception	Year1	Year2	Year3	Year4	Year5	Year6

<p><i>Health</i></p>					<p><i>I can recognise and describe the effects of exercise on the body.</i></p> <p><i>I can explain the importance of strength and flexibility for physical activity.</i></p> <p><i>I can explain why it is important to warm up and cool down.</i></p>	<p><i>I can explain why exercise is good for your health.</i></p> <p><i>I can know some reasons for warming up and cooling down.</i></p>	<p><i>I can understand the reasons for warming up and cooling down.</i></p> <p><i>I can explain some safety principles for and during exercise.</i></p>	<p><i>I can understand the importance of warming up and cooling down.</i></p> <p><i>I can carry out warm-ups and cool downs safely and effectively.</i></p> <p><i>I can understand why exercise is good for health, fitness and wellbeing.</i></p>
<p><i>Skills</i></p>					<p><i>I can orientate myself with increasing confidence and accuracy around a short trail.</i></p> <p><i>I can identify and use effective communication to begin to work as a team.</i></p>	<p><i>I can orientate myself with accuracy around a short trail.</i></p> <p><i>I can create a short trail for others with a physical challenge.</i></p> <p><i>I can start to recognise features of an orienteering course.</i></p> <p><i>I can communicate clearly with other</i></p>	<p><i>I can orientate myself with increasing confidence and accuracy around an orienteering course.</i></p> <p><i>I can use navigation equipment to orientate around a trail.</i></p>	<p><i>I can design an orienteering course that is clear to follow and offers challenge to others.</i></p> <p><i>I can use navigation equipment (maps, compass) to improve the trail.</i></p>

					<p>I can identify symbols on a key.</p> <p>I can begin to choose equipment that is appropriate for an activity.</p>	<p>people in a team, and with other teams.</p> <p>I can have experience of a range of roles within a team and begin to identify the key skills required to succeed at each.</p> <p>I can plan and organise a trail for others to follow.</p> <p>I can work as part of a team.</p> <p>I can begin to use a map to complete an orienteering course.</p>	<p>I can use clear communication to effectively complete a particular role in a team.</p> <p>I can complete orienteering activities both as part of a team and independently.</p> <p>I can identify a key on a map and begin to use the information for activities.</p> <p>I can identify the quickest route to accurately navigate an orienteering course.</p> <p>I can communicate clearly and effectively with others.</p>	<p>I can use clear communication to effectively complete a particular role in a team.</p> <p>I can compete in orienteering activities both as part of a team and independently.</p> <p>I can use a range of map styles and make an informed decision on the most effective.</p> <p>I can prepare an orienteering course for others to follow.</p> <p>I can work effectively as part of a team, demonstrating leadership skills</p>
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								when necessary.
<i>Performance</i>					<i>I can begin to complete activities in a set period of time.</i>	<i>I can complete an orienteering course more than once and begin to identify ways of improving completion time.</i>	<i>I can complete an orienteering course on multiple occasions, in a quicker time due to improved technique.</i> <i>I can improve a trail to increase the challenge of the course.</i>	<i>I can complete an orienteering course on multiple occasions, in a quicker time due to improved technique.</i> <i>I can listen to feedback and improve an orienteering course from it.</i>
<i>Evaluation</i>					<i>I can describe how my performance has improved over time.</i>	<i>I can modify my use of skills or techniques to achieve a better result.</i>	<i>I can explain why I have used particular skills or techniques, and the effect they have had on my performance.</i>	<i>I can thoroughly evaluate my own and others work, suggesting thoughtful and appropriate improvements.</i>

Swimming	Nursery	Reception	Year1	Year2	Year3	Year4	Year5	Year6
Health						<p>I can safely move around the pool area.</p> <p>I can safely enter and exit the water.</p> <p>I can warm up and prepare for swimming.</p>	<p>I can safely move around the pool area.</p> <p>I can safely enter and exit the water.</p> <p>I can warm up and prepare for swimming.</p>	<p>I can explain why swimming helps me to be fit and healthy.</p> <p>I can enter the water safely and the reasons why.</p> <p>I can warm up and prepare for swimming.</p>
Skills						<p>I can correctly enter and exit the water.</p> <p>I can be confident in, on and under the water.</p> <p>I can float on my back.</p> <p>I can glide and kick across the pool.</p>	<p>I can move effectively and efficiently through the water using alternating and simultaneous strokes on front and back, such as front crawl, back crawl, breast stroke, side stroke.</p>	<p>I can move effectively and efficiently through the water using alternating and simultaneous strokes on front and back, such as front crawl, back crawl, breast stroke, side stroke.</p>

						<p><i>I can swim across the pool using freestyle arm action.</i></p> <p><i>I can co-ordinate arm and leg action to swim across the pool.</i></p> <p><i>I can swim across the pool using breaststroke/backstroke.</i></p> <p><i>I can identify safety procedures and know when to seek help.</i></p>	<p><i>I can control my breathing on the surface and underwater.</i></p> <p><i>I can use survival and self-rescue skills: treading water and floating.</i></p> <p><i>I can stay safe when playing in and around water.</i></p> <p><i>I can push and glide.</i></p>	<p><i>I can control my breathing on the surface and underwater.</i></p> <p><i>I can use survival and self-rescue skills: treading water and floating.</i></p> <p><i>I can stay safe when playing in and around water.</i></p> <p><i>I can push and glide.</i></p>
<i>Performance</i>						<p><i>I can perform learnt skills and techniques with control and confidence.</i></p> <p><i>I can float in different shapes and positions on the water.</i></p> <p><i>I can talk about how to behave when in, out and around water and how to help in an emergency.</i></p>	<p><i>I can swim competently, confidently and proficiently over a distance of at least 25 metres.</i></p> <p><i>I can use a range of strokes effectively (front crawl, backstroke and breaststroke).</i></p>	<p><i>I can swim competently, confidently and proficiently over a distance of at least 25 metres.</i></p> <p><i>I can use a range of strokes effectively (front crawl, backstroke and breaststroke).</i></p>

							<i>I can perform safe self-rescue in different water based situations.</i>	<i>I can perform safe self-rescue in different water based situations.</i>
<i>Evaluation</i>						<i>I can describe how my swimming has improved over time.</i> <i>I can watch and describe the swimming action of others.</i>	<i>I can describe and evaluate the quality of my swimming.</i> <i>I can watch and describe the swimming action of others.</i>	<i>I can describe and evaluate the quality of my swimming.</i> <i>I can watch and describe the swimming action of others.</i>
<i>Fundamental skills</i>	<i>Nursery</i>							
<i>Health</i>	<i>I can stop and start exercising by listening to a whistle.</i> <i>I can warm up by stretching my body and copying my teacher.</i>							
<i>Skills</i>	<i>I can move around</i>							

	<p>safely and sensibly.</p> <p>I can look where I am going.</p> <p>I can stop when the whistle blows.</p> <p>I can start when the whistle blows.</p> <p>I throw and catch different objects.</p> <p>I can strike a ball.</p>							
<i>Performance</i>	I can perform learnt skills.							
<i>Evaluation</i>	<p>I can watch and copy others.</p> <p>I can watch and copy</p>							

	<i>my teachers' actions.</i>							
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