



Physical Education and Sport

Progression of Skills
Cramlington Village Primary School

Oracy and Vocabulary						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Sentence stems</p> <p>Self assessment I liked... I think... I did this... Yes, because... No, because... I rolled. <i>You did a fantastic teddy bear roll.</i></p> <p>Peer assessment X was good because... I liked X because... They were good. <i>Yes, they did a balance and a tuck jump.</i></p>	<p>Sentence stems</p> <p>Self assessment I learned to... I am good at... I struggled with my... I found...easy/hard...because... I could...</p> <p>Peer assessment X was good at... X struggled with... X could try this...</p>	<p>Sentence stems</p> <p>Self assessment I enjoyed... I learned to... I am great at... I could practise my... I could improve my... Next time I could...</p> <p>Peer assessment X was great at...because... X did well with... X could do better with... X and X are alike because... Next time X could try this...</p>	<p>Sentence stems</p> <p>Self assessment I achieved... I learned to... I really enjoyed the... I found this...easy/challenging because... I am keen to try... I need more practise with... Next time I will...</p> <p>Peer assessment I enjoyed the performance because... This was successful because... Next time X could... Maybe X could try... X could improve by...</p>	<p>Sentence stems</p> <p>Self assessment I met the learning objectives by... I am proud of... I showed good skills when... I found this...easy/challenging because... I need to work on... Next time I will... I am keen to explore... The skills I used were...</p> <p>Peer assessment The best part about X was... The skills I recognised were... This was successful because... This was ambitious because... One similarity is... One difference is... Next time X could... Maybe X could try... X could improve by...</p>	<p>Sentence stems</p> <p>Self assessment Against the learning objectives I achieved... In this lesson I have learned... My strengths were... To improve I must...I can do this by... When I found something tricky I... I have worked harder to... I need to develop my... It would be easier if... The skills I demonstrated were...</p> <p>Peer assessment The best part of your performance was...because... X showed strong technique when... The skills I recognised were... To make this even better X could... To improve your work you need to...to develop your... To further develop... skills X could....</p>	<p>Sentence stems</p> <p>Self assessment In reflection of the learning objectives, I achieved... In this lesson I have developed... To improve I must...I can do this by... My strengths were... When I found something tricky I... I have worked harder to... I need to develop my... My team had an advantage/disadvantage because... I understand that... It would be easier if... The skills I confidently demonstrated were...</p> <p>Peer assessment The best part of your performance was...because... You showed strong technique when... The skills I recognised were... To make this even better you could... To improve your work you need to...to develop... To further develop your skills you could... Firstly...Secondly... Furthermore X showed... However, X also... Possible improvements may include...</p>

<p>Vocabulary</p> <p>Move, still, travel, faster, slower, shorter, taller, smaller, bigger, shape, space, roll, jump, stretch</p> <p>Catch, throw, ball</p>	<p>Vocabulary</p> <p>Travel, stillness, direction, space, body parts, levels, speed, forwards, backwards, sideways, roll, slow, shape, jump, stretch, wide, narrow, copy, step</p> <p>Strike, catch, throw, own space, team, speed, direction, pass, control, shoot, score,</p>	<p>Vocabulary</p> <p>Travel, stillness, direction, space, body parts, levels, speed, forwards, backwards, sideways, roll, slow, shape, jump, stretch, wide, narrow, copy, step, stretch, push, pull, spring, crawl, slowly, tall, long, high, low, land, balance, level, repeat, explore, skills, control, coordination, sequence, describe, observe, perform, rhythm</p> <p>attack, defend, strike, throw, catch, own space, team, speed, direction, pass, control, shoot, score, competitive, speed, receive, accurate, improve</p>	<p>Vocabulary</p> <p>Repetition, action, reaction, pattern, stretch, push, pull, step, spring, crawl, still, slowly, tall, long, forwards, high, low, roll, copy, jump, land, balance</p> <p>Keep possession, scoring goals, keeping score, making space, pass, send, receive, travel with a ball, make use of space, points, goals, rules, tactics, batting, fielding, defending, hitting, attacking, defending, team, direction,</p>	<p>Vocabulary</p> <p>Repetition, action, reaction, pattern, stretch, technique, pattern, rhythm, rotation, turn, shape, land, take-off, performance, evaluation, control, fluent, similarities, skills, develop, performance, differences, direction, improvements, suggest, level, strength, challenges</p> <p>Keep possession, scoring goals, keeping score, making space, pass, send, receive, travel with a ball, make use of space, points, goals, rules, tactics, batting, fielding, hitting, defending, team, direction, dribble, shoot, support, mark, attack, defend, team play, bat, field, bowler, attackers, defenders</p>	<p>Vocabulary</p> <p>Technique, pattern, rhythm, variation, unison, canon, action, reaction</p> <p>Keeping possession, pass, dribble, shoot, support, mark, attack, defend, team play, bat, field, bowler, attackers, defenders, offside, pitch, forehand, backhand,</p> <p>Muscles, joints, symmetrical, asymmetrical, rotation, turn, shape, land, take-off, flight, performance, evaluation, consistent, control, fluent, similarities, skills, develop, performance, differences, direction, improvements, suggest, effects, short term, prepare, pace, recognise, level, health, strength, challenges</p>	<p>Vocabulary</p> <p>Technique, pattern, rhythm, variation, unison, canon, action, reaction</p> <p>Keeping possession, pass, dribble, shoot, support, mark, attack, defend, team play, bat, field, bowler, attackers, defenders, offside, pitch, forehand, backhand,</p> <p>Muscles, joints, symmetrical, asymmetrical, rotation, turn, shape, land, take-off, flight, performance, evaluation, consistent, control, fluent, similarities, skills, develop, performance, differences, direction, improvements, suggest, effects, short term, prepare, pace, recognise, level, health, strength, challenges, consolidate, quality, adapt, stimuli, effectiveness, knowledge, identify, accompaniment, variations, principles, appropriately, well-being, suppleness, response, understanding, modified</p>
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Health and Fitness						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Can I? Describe how the body feels when still and when exercising.</p>	<p>Can I? Describe how the body feels before, during and after exercise. Carry and place equipment safely.</p>	<p>Can I? Recognise and describe how the body feels during and after different physical activities. Explain what I need to stay healthy.</p>	<p>Can I? Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.</p>	<p>Can I? Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.</p>	<p>Can I? Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.</p>	<p>Can I? Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Explain ways I can become healthier.</p>

Evaluate						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Evaluate						

Can I? Talk about what I have done. Talk about what others have done.	Can I? Watch and describe performances. Begin to say how I could improve.	Can I? Watch and describe performances, and use what I see to improve my own performance. Talk about the differences between my work and that of others.	Can I? Watch, describe and evaluate the effectiveness of a performance. Describe how my performance has improved over time.	Can I? Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify my use of skills or techniques to achieve a better result.	Can I? Choose and use criteria to evaluate my own and others' performances. Explain why I have used particular skills or techniques, and the effect I have had on my performance.	Can I? Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.
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Gymnastics						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Acquiring and developing skills Can I? Create a short sequence of movements. Roll in different ways with control. Travel in different ways. Stretch in different ways. Jump in a range of ways from one space to another with control. Begin to balance with control. Move around, under, over, and through different objects and equipment.</p>	<p>Acquiring and developing skills Can I? Create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence. Recognise and copy contrasting actions (small/tall, narrow/wide). Travel in different ways, changing direction and speed. Hold still shapes and simple balances. Carry out simple stretches. Carry out a range of simple jumps, landing safely. Move around, under, over, and through different objects and equipment. Begin to move with control and care.</p>	<p>Acquiring and developing skills Can I? Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence. Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different points of the body. Jump in a variety of ways and land with increasing control and balance. Climb onto and jump off the equipment safely. Move with increasing control and care.</p>	<p>Acquiring and developing skills Can I? Choose ideas to compose a movement sequence independently and with others. Link combinations of actions with increasing confidence, including changes of direction, speed or level. Develop the quality of their actions, shapes and balances. Move with coordination, control and care. Use turns whilst travelling in a variety of ways. Use a range of jumps in their sequences. Begin to use equipment to vault. Create interesting body shapes while holding balances with control and confidence. Begin to show flexibility in movements.</p>	<p>Acquiring and developing skills Can I? Create a sequence of actions that fit a theme. Use an increasing range of actions, directions and levels in their sequences. Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance. Travel in different ways, including using flight. Improve the placement and alignment of body parts in balances. Use equipment to vault in a variety of ways. Carry out balances, recognising the position of their centre of gravity and how this affects the balance. Begin to develop good technique when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performances.</p>	<p>Acquiring and developing skills Can I? Select ideas to compose specific sequences of movements, shapes and balances. Adapt their sequences to fit new criteria or suggestions. Perform jumps, shapes and balances fluently and with control. Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. Confidently use equipment to vault in a variety of ways. Apply skills and techniques consistently. Develop strength, technique and flexibility throughout performances. Combine equipment with movement to create sequences.</p>	<p>Acquiring and developing skills Can I? Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. Confidently use equipment to vault and incorporate this into sequences. Apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout performances.</p>
<p>Compete/Perform Can I? Control my body when performing a sequence of movements. Participate in simple games.</p>	<p>Compete/Perform Can I? Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.</p>	<p>Compete/Perform Can I? Perform sequences of my own composition with coordination. Perform learnt skills with increasing control.</p>	<p>Compete/Perform Can I? Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.</p>	<p>Compete/Perform Can I? Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.</p>	<p>Compete/Perform Can I? Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control.</p>	<p>Compete/Perform Can I? Link actions to create a complex sequence using a full range of movement that showcases different abilities, performed in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Begin to record my peers' performances, and evaluate</p>

						these.
<p>Rolls Curled side roll (egg roll) Log roll (pencil roll) Teddy bear roll</p> <p>Jumps Straight jump Tuck jump Jumping Jack Half turn jump</p> <p>Handstands and Cartwheels Bunny hops</p> <p>Travelling and linking actions Tiptoe, step, jump and hop Hopscotch</p> <p>Shapes and Balances Standing balances</p>	<p>Rolls Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled)</p> <p>Jumps Straight jump Tuck jump Jumping Jack Half turn jump Cat spring</p> <p>Vault Straight jump off springboard</p> <p>Handstands and Cartwheels Bunny hop Front support wheelbarrow with partner</p> <p>Travelling and linking actions Tiptoe, step, jump and hop Hopscotch Skipping Gallop</p> <p>Shapes and Balances Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes</p>	<p>Rolls Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) Rocking for forward roll Crouched forward roll</p> <p>Jumps Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Cat spring Cat spring to straddle</p> <p>Vault Hurdle step onto springboard Straight jump off springboard Tuck jump off springboard</p> <p>Handstands and Cartwheels Bunny hop Front support wheelbarrow with partner T - lever Scissor kick</p> <p>Travelling and linking actions Tiptoe, step, jump and hop Hopscotch Skipping Gallop Straight jump half-turn</p> <p>Shapes and Balances Standing balances Kneeling balances Large body part balances Balances on apparatus Balances with a partner Pike, tuck, star, straight, straddle shapes Front and back support</p>	<p>Rolls Crouched forward roll Forward roll from standing Tucked backward roll</p> <p>Jumps Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Cat leap</p> <p>Vault Hurdle step onto springboard Squat on vault Star jump off Tuck jump off Straddle jump off Pike jump off</p> <p>Handstands and Cartwheels Handstand Lunge into handstand Cartwheel</p> <p>Travelling and linking actions Tiptoe, step, jump and hop Hopscotch Skipping Gallop Straight jump half-turn Cat leap</p> <p>Shapes and Balances Large and small body part balances, including standing and kneeling balances Balances on apparatus Matching and contrasting partner balances Pike, tuck, star, straight, straddle shapes Front and back support</p>	<p>Rolls Forward roll from standing Straddle forward roll Tucked backward roll Backward roll to straddle</p> <p>Jumps Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn</p> <p>Vault Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off</p> <p>Handstands and Cartwheels Lunge into handstand Lunge into cartwheel</p> <p>Travelling and linking actions Tiptoe, step, jump and hop Hopscotch Skipping Gallop Straight jump half-turn Cat leap Cat leap half turn Pivot</p> <p>Shapes and Balances 1, 2, 3 and 4- point balances Balances on apparatus Balances with and against a partner Pike, tuck, star, straight, straddle shapes Front and back support</p>	<p>Rolls Forward roll from standing Straddle forward roll Pike forward roll Tucked backward roll Backward roll to straddle</p> <p>Jumps Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Split leap</p> <p>Vault Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault</p> <p>Handstands and Cartwheels Lunge into handstand Lunge into cartwheel Lunge into round-off</p> <p>Travelling and linking actions Tiptoe, step, jump and hop Hopscotch Skipping Gallop Straight jump half-turn Cat leap Cat leap half turn Pivot</p> <p>Shapes and Balances 1, 2, 3 and 4- point balances Balances on apparatus Part body weight partner balances Pike, tuck, star, straight, straddle shapes Front and back support</p>	<p>Rolls Forward roll from standing Straddle forward roll Pike forward roll Dive forward roll Tucked backward roll Backward roll to straddle Backward roll to standing pike Pike backward roll</p> <p>Jumps Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Cat leap full-turn Split leap Stag leap</p> <p>Vault Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault Straddle over vault</p> <p>Handstands and Cartwheels Lunge into cartwheel Lunge into round-off Hurdle step Hurdle step into cartwheel Hurdle step into round-off</p> <p>Travelling and linking actions Tiptoe, step, jump and hop Hopscotch Skipping Gallop Straight jump half-turn Cat leap Cat leap half turn Cat leap full turn Pivot</p> <p>Shapes and Balances 1, 2, 3 and 4- point balances Balances on apparatus Develop technique, control and</p>

						complexity of part-weight partner balances Group formations Pike, tuck, star, straight, straddle shapes Front and back support
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Dance						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Dance Skills Can I? Join a range of different movements together. Change the speed of my actions. Change the style of my movements. Create a short movement phrase which demonstrates my own ideas.</p>	<p>Dance Skills Can I? Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of my actions. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently to create a simple dance.</p>	<p>Dance Skills Can I? Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of my actions. Use simple choreographic devices such as unison, canon and mirroring. Use different transitions within a dance motif. Move in time to music. Improve the timing of my actions.</p>	<p>Dance Skills Can I? Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work. Perform with some awareness of rhythm and expression.</p>	<p>Dance Skills Can I? Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the chosen dance style. Confidently improvise with a partner or on my own. Compose longer dance sequences in a small group. Demonstrate precision and some control in response to stimuli. Begin to vary dynamics and develop actions and motifs in response to stimuli. Demonstrate rhythm and spatial awareness. Change parts of a dance as a result of self-evaluation. Use simple dance vocabulary when comparing and improving work.</p>	<p>Dance Skills Can I? Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Show a change of pace and timing in my movements. Develop an awareness of my use of space. Demonstrate imagination and creativity in the movements I devise in response to stimuli. Use transitions to link motifs smoothly together. Improvise with confidence, still demonstrating fluency across the sequence. Ensure my actions fit the rhythm of the music. Modify parts of a sequence as a result of self and peer evaluation. Use more complex dance vocabulary to compare and improve work.</p>	<p>Dance Skills Can I? Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Use dramatic expression in dance movements and motifs. Perform with confidence, using a range of movement patterns. Demonstrate strong and controlled movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence. Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. Show a change of pace and timing in my movements. Move rhythmically and accurately in dance sequences. Improvise with confidence, still demonstrating fluency across my sequence. Dance with fluency and control, linking all movements and ensuring that transitions flow. Demonstrate consistent precision when performing dance sequences. Modify some elements of a sequence as a result of self and peer evaluation. Use complex dance vocabulary to compare and improve work.</p>

Compete/Perform Can I? Control my body when performing a sequence of movements.	Compete/Perform Can I? Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.	Compete/Perform Can I? Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.	Compete/Perform Can I? Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Compete/Perform Can I? Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.	Compete/Perform Can I? Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control.	Compete/Perform Can I? Link actions to create a complex sequence using a full range of movement. Perform the sequence in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision.
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Athletics

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Running Can I? Run in different ways for a variety of purposes.	Running Can I? Vary my pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Jog in a straight line. Change direction when jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as I change direction when jogging or sprinting.	Running Can I? Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which I am travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over different distances.	Running Can I? Identify and demonstrate how different techniques can affect my performance. Focus on my arm and leg action to improve my sprinting technique. Begin to combine running with jumping over hurdles. Focus on trail leg and lead leg action when running over hurdles. Understand the importance of adjusting running pace to suit the distance being run.	Running Can I? Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly.	Running Can I? Accelerate from a variety of starting positions and select their preferred position. Identify their reaction times when performing a sprint start. Continue to practise and refine my technique for sprinting, focusing on an effective sprint start. Select the most suitable pace for the distance and my fitness level in order to maintain a sustained run. Identify and demonstrate stamina, explaining its importance for runners.	Running Can I? Recap, practise and refine an effective sprinting technique, including reaction time. Build up speed quickly for a sprint finish. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. Accelerate to pass other competitors. Work as a team to competitively perform a relay. Confidently and independently select the most appropriate pace for different distances and different parts of the run. Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.
Jumping Can I? Jump in a range of ways, landing safely.	Jumping Can I? Perform 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 the opposite foot. Perform a short jumping sequence. Jump as high as possible. Jump as far as possible. Land safely and with control. Work with a partner to develop the control of my jumps.	Jumping Can I? Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to the same foot or one foot to the opposite foot. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different	Jumping Can I? Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control.	Jumping Can I? Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped.	Jumping Can I? Improve techniques for jumping for distance. Perform an effective standing long jump. Perform the standing triple jump with increased confidence. Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Land safely and with control. Measure the distance and height jumped with accuracy. Investigate different jumping techniques.	Jumping Can I? Develop the technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump. Land safely and with control. Develop and improve my techniques for jumping for height and distance and support others in improving my performance. Perform and apply different types of jumps in other contexts. Set up and lead jumping activities including measuring

		distances. Know that the leg muscles are used when performing a jumping action.				the jumps with confidence and accuracy.
Throwing Can I? Roll equipment in different ways. Throw underarm. Throw an object at a target.	Throwing Can I? Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Improve the distance I can throw by using more power.	Throwing Can I? Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights. Investigate ways to alter my throwing technique to achieve greater distance.	Throwing Can I? Throw with greater control and accuracy. Show increasing control in my overarm throw. Perform a push throw. Continue to develop techniques to throw for increased distance.	Throwing Can I? Perform a pull throw. Measure the distance of my throws. Continue to develop techniques to throw for increased distance.	Throwing Can I? Perform a fling throw. Throw a variety of implements using a range of throwing techniques. Measure and record the distance of my throws. Continue to develop techniques to throw for increased distance.	Throwing Can I? Perform a heave throw. Measure and record the distance of my throws. Continue to develop techniques to throw for increased distance and support others in improving my personal best. Develop and refine techniques to throw for accuracy.
Compete/Perform Can I? Control my body when performing a sequence of movements. Participate in simple games.	Compete/Perform Can I? Begin to perform learnt skills with some control. Engage in competitive activities and team games.	Compete/Perform Can I? Perform learnt skills with increasing control. Compete against self and others.	Compete/Perform Can I? Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Compete/Perform Can I? Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.	Compete/Perform Can I? Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition.	Compete/Perform Can I? Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.

Sports and Games						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Striking and hitting a ball Can I? Hit a ball with a bat or racket.	Striking and hitting a ball Can I? Use hitting skills in a game. Practise basic striking, sending and receiving.	Striking and hitting a ball Can I? Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball.	Striking and hitting a ball Can I? Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting technique and use it in a game. Strike the ball for distance.	Striking and hitting a ball Can I? Use a bat, racket or stick (hockey) to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball.	Striking and hitting a ball Can I? Use different techniques to hit a ball. Identify and apply techniques for hitting a tennis ball. Explore when different shots are best used. Develop a backhand technique and use it in a game. Practise techniques for all strokes. Play a tennis game using an overhead serve.	Striking and hitting a ball Can I? Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game.
Throwing and catching a ball Can I? Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two	Throwing and catching a ball Can I? Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching.	Throwing and catching a ball Can I? Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner.	Throwing and catching a ball Can I? Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game.	Throwing and catching a ball Can I? Develop different ways of throwing and catching.	Throwing and catching a ball Can I? Consolidate different ways of throwing and catching, and know when each is appropriate in a game.	Throwing and catching a ball Can I? Throw and catch accurately and successfully under pressure in a game.

hands.		Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used.	Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow). Develop a safe and effective overarm bowl.			
Travelling with a Ball Can I? Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball.	Travelling with a Ball Can I? Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.	Travelling with a Ball Can I? Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game.	Travelling with a Ball Can I? Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game.	Travelling with a Ball Can I? Move with the ball using a range of techniques showing control and fluency.	Travelling with a Ball Can I? Use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together.	Travelling with a Ball Can I? Show confidence in using ball skills in various ways in a game situation, and link these together effectively.
Passing a Ball Can I? Kick an object at a target.	Passing a Ball Can I? Pass the ball to another player in a game. Use kicking skills in a game.	Passing a Ball Can I? Know how to pass the ball in different ways.	Passing a Ball Can I? Pass the ball in two different ways in a game situation with some success.	Passing a Ball Can I? Pass the ball with increasing speed, accuracy and success in a game situation.	Passing a Ball Can I? Pass a ball with speed and accuracy using appropriate techniques in a game situation.	Passing a Ball Can I? 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.
			Possession Can I? Know how to keep and win back possession of the ball in a team game.	Possession Can I? Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.	Possession Can I? Keep and win back possession of the ball effectively in a team game.	Possession Can I? Keep and win back possession of the ball effectively and in a variety of ways in a team game.
Using Space Can I? Move safely around the space and equipment. Travel in different ways, including sideways and backwards.	Using Space Can I? Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game.	Using Space Can I? Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game.	Using Space Can I? Find a useful space and get into it to support teammates.	Using Space Can I? Make the best use of space to pass and receive the ball.	Using Space Can I? Demonstrate an increasing awareness of space.	Using Space Can I? Demonstrate a good awareness of space.
Attacking and Defending Can I? Play a range of chasing games.	Attacking and Defending Can I? Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender.	Attacking and Defending Can I? Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully.	Attacking and Defending Can I? Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them.	Attacking and Defending Can I? Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring.	Attacking and Defending Can I? Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring.	Attacking and Defending Can I? Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring
Tactics and rules	Tactics and rules	Tactics and rules	Tactics and rules	Tactics and rules	Tactics and rules	Tactics and rules

Can I? Follow simple rules.	Can I? Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space.	Can I? Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully.	Can I? Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games. Know how to play a striking and fielding game fairly.	Can I? Vary the tactics I use in a game. Adapt rules to alter games.	Can I? Know when to pass and when to dribble in a game. Devise and adapt rules to create my own game.	Can I? Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game.
Compete/Perform Can I? Control my body when performing a sequence of movements. Participate in simple games.	Compete/Perform Can I? Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games.	Compete/Perform Can I? Perform sequences of my own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.	Compete/Perform Can I? Develop the quality of the actions in my performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Compete/Perform Can I? Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.	Compete/Perform Can I? Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition.	Compete/Perform Can I? Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.

KS2 Outdoor Adventure Activities						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Trails Can I? Orientate myself with increasing confidence and accuracy around a short trail.	Trails Can I? Orientate myself with accuracy around a short trail. Create a short trail for others with a physical challenge. Start to recognise features of an orienteering course.	Trails Can I? Start to orientate myself with increasing confidence and accuracy around an orienteering course. Design an orienteering course that can be followed and offers some challenge to others. Begin to use navigation equipment to orientate around a trail.	Trails Can I? Orientate myself with confidence and accuracy around an orienteering course when under pressure. Design an orienteering course that can be followed and offers some challenge to others. Use navigation equipment (maps, compasses) to improve the trail.
			Problem Solving Can I? Identify and use effective communication to begin to work as a team. Identify symbols used on a key.	Problem Solving Can I? Communicate clearly with other people in a team, and with other teams. Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each. Associate the meaning of a key in the context of the environment.	Problem Solving Can I? Use clear communication to effectively complete a particular role in a team. Complete orienteering activities both as part of a team and independently. Identify a key key on a map and begin to use the information in activities.	Problem Solving Can I? Use clear communication to effectively complete a particular role in a team. Complete orienteering activities both as part of a team and independently. Use a range of map styles and make an informed decision on the most effective.
			Preparation and Organisation Can I? Begin to choose equipment that is appropriate for an	Preparation and Organisation Can I? Try a range of equipment for creating and completing an	Preparation and Organisation Can I? Choose the best equipment for an outdoor activity.	Preparation and Organisation Can I? Choose the best equipment for an outdoor activity.

			activity.	activity. Make an informed decision on the best equipment to use for an activity. Plan and organise a trail that others can follow.	Create an outdoor activity that challenges others. Create a simple plan of an activity for others to follow. Identify the quickest route to accurately navigate an orienteering course.	Prepare an orienteering course for others to follow. Identify the quickest route to accurately navigate an orienteering course. Manage an orienteering event for others to compete in.
			Communication Can I? Communicate with others.	Communication Can I? Communicate clearly with others. Work as part of a team. Use a map to complete an orienteering course.	Communication Can I? Communicate clearly and effectively with others. Work effectively as part of a team. Successfully use a map to complete an orienteering course. Begin to use a compass for navigation.	Communication Can I? Communicate clearly and effectively with others when under pressure. Work effectively as part of a team, demonstrating leadership skills when necessary. Successfully use a map to complete an orienteering course. Use a compass for navigation. Organise an event for others.
			Compete/Perform Can I? Begin to complete activities in a set period of time. Begin to offer an evaluation of personal performances and activities.	Compete/Perform Can I? Complete an orienteering course more than once and begin to identify ways of improving completion time. Offer an evaluation of both personal performances and activities. Start to improve trails to increase the challenge of the course.	Compete/Perform Can I? Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. Offer a detailed and effective evaluation of both personal performances and activities. Improve a trail to increase the challenge of the course.	Compete/Perform Can I? Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance. Listen to feedback and improve an orienteering course from it.

Swimming						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Can I? Swim 10m unaided in shallow water using one basic method. Kick legs from the hip and identify when this needs improvements. Put face in water and blow bubbles. Enter and exit water safely and remain safe around water. Explain what dangers to identify around water.	Can I? Swim between 10m and 20m unaided in shallow water, using one basic method to achieve the distance. Use floats to swim longer distances with a more controlled leg kick. Join in all swimming activities confidently. Put face under the water and blow bubbles (begin to do this whilst swimming). Explore how to move in and under water.	Can I? Swim between 10m and 20m unaided in shallow water, using one stroke. Begin to swim 10m-15m unaided using a second stroke. Put face in water and breath correctly when swimming in one identifiable stroke. Use a float to aid their swimming and confidence in deeper water. Use a float to develop leg and arm techniques. Begin to explain how to keep	Can I? Swim 25m unaided in water using one basic method to achieve this distance. Use two different strokes swimming on both front and back. Control breathing. Swim confidently and fluently both on the surface and under the water. Explain how to remain safe in water and what do if I or someone nearby gets into difficulty

				Recognise how swimming affects breathing. Identify and describe differences between different leg and arm actions. Understand water can be dangerous and repeat what to do when in difficulty.	safe whilst in water and what dangers should be identified.	
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