

Progression of Skills and Knowledge: Physical Education

Dance	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health		I can describe how the body feels when still and when exercising.	<pre>/ can describe how-the body feels before, during and after exercise. / can carry and place equipment safely.</pre>	<pre>/ can recognise and describe how the body feels during and after different physical activities. / can explain what I need to stay healthy.</pre>	 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		l can join a range of different	l can copy and repeat actions.	l can copy, remember and repeat actions.	l can begin to improvise with a partner to create a simple dance.	I can identify and repeat the movement patterns and actions	l can identify and repeat the movement patterns and	l can identify and repeat the movement patterns and

ma	ovements I can put	ı İ can change		of a chosen dance	actions of a	actions of a
	gether. sequence	0	I can create	style.	chosen dance	chosen dance
J	actions	level of my	motifs from	J	style.	style.
/ ca	an together to		different stimuli.	l can compose a dance	J	J
cha	ange the create a	l can use	I can begin to	that reflects the	l can compose	l can perform
	eed of my motif.	simple	compare and	chosen dance style.	individual,	with
,	tions	choreographic	adapt movements	5	partner and	confidence,
	I can vari	devices such as	and motifs to	I can confidently	'group dances	using a range
/ ca	an the speed	of unison, canon	create a larger	improvise with a	that reflect the	of movement
cha	ange the difference my action	s. and mirroring.	sequence.	partner or on my	chosen dance	patterns.
sty	jle of my	, i i i i i i i i i i i i i i i i i i i		own.	style.	
mo	ovements. I can use	l can use	l can use simple			l can
	simple	different	dance	l can compose longer	l can show a	demonstrate
/ ca	an create choreograf	h transitions	vocabulary to	dance sequences in a	change of pace	strong and
as	short ic devices	within a dance	compare and	small group.	and timing in	controlled
mo	ovement such as	motif.	improve work.		my movements.	movements
phr	rase unison,			l can demonstrate		throughout a
wh	hich canon and	l l can move in	l can perform	precision and some	l can develop	dance
den	monstrate mirroring.	time to music.	with some	control in response to	an awareness	sequence. I can
s m	ny own		awareness of	stimuli.	of my use of	combine
ide	J		rhythm and		space.	flexibility,
	to improvi	5 °	expression.	I can begin to vary		techniques and
	independe			dynamics and develop	l can	movements to
	y to create	a		actions and motifs in	demonstrate	create a fluent
	simple			response to stimuli. I	imagination	sequence.
	dance.			can demonstrate	and creativity	
				rhythm and spatial	in the	l can move
				awareness.	movements I	appropriately
					devise in	and with the
				I can change parts of	response to	required style
				a dance as a result of	stimuli.	in relation to
				self-evaluation.	l can improvise	the stimulus,
					with	e.g. using

			I can use simple dance vocabulary when comparing and improving work.	confidence, still demonstrating fluency across the sequence. I can ensure my actions fit the	various levels, ways of travelling and motifs. I can show a change of pace
				rhythm of the music. I can modify parts of a	and timing in my movements. I can dance with fluency
				sequence as a result of self and peer evaluation.	and control, linking all movements and ensuring that transitions
				I can use more complex dance vocabulary to compare and improve work.	flow. I can modify some elements of a sequence
					as a result of self and peer evaluation. I can use dance
					vocabulary to compare and improve work.

Performance	I can control	l can	l can perform	I can develop the	I can perform and	l can perform	l can link
	my body	perform	sequences of	quality of the	create sequences with	own longer,	actions to
	when	using a	my own	actions in my	fluency and	more complex	create a
	performing	range of	composition	performances.	expression.	sequences in	complex
	a sequence	actions and	with co-	1 0	1	time to music.	sequence using
	of	body parts	ordination.	l can perform	I can perform and		a full range of
	movements.	with some		learnt skills and	apply skills and	l can	movement.
		с <i>о</i> -	l can perform	techniques with	techniques with	consistently	
		ordination.	learnt skills	control and	control and accuracy.	perform and	l can perform
			with increasing	confidence.	Ŭ	apply skills	the sequence in
		l can begin	control.			and techniques	time to music.
		to perform		l can compete		with accuracy	
		learnt skills	l can compete	against self and		and control.	l can perform
		with some	against self	others in a			and apply a
		control.	and others.	controlled			variety of skills
				manner.			and techniques
							confidently,
							consistently
							and with
							precision.
Evaluation	l can talk	I can watch	I can watch	I can watch,	l can watch, describe	l can choose	l can
	about what	and	and describe	describe and	and evaluate the	and use criteria	thoroughly
	1 have	describe	performances	evaluate the	effectiveness of	to evaluate own	evaluate my
	done.	performance	and use what I	effectiveness of a	performances, giving	and others'	own and
		S.	see to improve	performance.	ideas for	performances.	others' work,
	l can talk		my own		improvements.		suggesting
	about what	l can begin	performance.	l can describe		l can explain	thoughtful and
	others have	to say how		how my	l can modify my use	why I have	appropriate
	done.	1 could	I can talk about	performance has	of skills or techniques	used particular	improvements.
		improve.	the differences	improved over	to achieve a better	skills o r	
			between my	time.	result.	techniques, and	
			work and that			the effect they	
			of others.			have had on	

							my performance.	
Gymnastics	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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	I can create and perform a movement sequence. I can copy actions and movement	I can copy, explore and remember actions and movements to create my own sequence.	I can choose ideas to compose a movement sequence independently and with others.	 I can create a sequence of actions that fit a theme. I can use an increasing range of actions, directions and 	I can select ideas to compose specific sequences of movements, shapes and balances.	I can create my own complex sequences involving the full range of actions and movements: travelling,

ways with	sequences	l can link	I can link	levels in my		balancing,
control.	with a	actions to make	combinations of	sequences.	l can adapt my	holding shapes,
	beginning,	a sequence.	actions with	r	sequences to fit	jumping,
I can travel	middle and	r	increasing	I can move with	r new criteria or	leaping,
in different	end.	l can travel in	confidence,	clarity, fluency and	suggestions.	swinging,
ways.		a variety of	including	expression.	55	vaulting and
5	l can link	ways,	changes of	1	l can perform	stretching.
I can stretch	two actions	including	direction, speed	I can show changes of	jumps, shapes	5
in different	to make a	rolling.	or level.	direction, speed and	and balances	l can
ways.	sequence.	I can hold a		level during a	fluently and	demonstrate
	,	still shape	I can develop the	performance.	with control.	precise and
l can jump	l can	whilst	quality of my			controlled
in a range	recognise	balancing on	actions, shapes	l can travel in	l car	placement of
of ways	and copy	different points	and balances.	different ways,	confidently	body parts and
from one	contrasting	of the body.		including using flight.	develop the	their actions,
space to	actions	-	I can move with		placement of	shapes and
another	(small/tall,	l can jump in a	co-ordination,	I can use equipment to	my body parts	balances.
with	narrow/wid	variety of	control and care.	vault in a variety of	in balances,	
control.	e).	ways and land		ways.	recognising the	l car
		with increasing	l can use turns		position of my	confidently use
l can begin	l can travel	control and	whilst travelling	l can carry out	centre of	equipment to
to balance	in different	balance.	in a variety of	balances, recognising	gravity and	vault and
with	ways,		ways.	the position of my	where it should	incorporate this
control.	changing	l can climb		centre of gravity and	be in relation to	into sequences.
	direction	onto and jump	l can use a	how this affects the	the base of the	
	and speed.	off the	range of jumps	balance.	balance.	I can apply
		equipment	in my sequences.			skills and
	I can hold	safely.		I can begin to develop	I can	techniques
	still shapes		l can begin to	good technique when	confidently use	consistently,
	and simple	l can move	use equipment to	travelling, balancing	equipment to	showing
	balances.	with increasing	vault.	and using equipment.	vault in a	precision and
		control and			variety of	control.
		care.			ways.	

l can carry		I can create	I can develop strength,		l can develop
out simple	l can log roll	interesting body	technique and	l can apply	strength,
stretches.	(controlled)	shapes while	flexibility throughout	skills and	technique and
54 666 653.	curled side roll	holding balances	performances.	techniques	flexibility
l can carry	(egg roll)	with control and	perjornatives.	consistently.	throughout
0	(controlled)	confidence.	I can forward roll,	consistentity.	0
out a range		cory idence.	tucked backward roll,	l can downland	performances.
of simple	teddy bear roll	Loop house ho		I can develop	Lange Frankright
jumps,	(controlled)	I can begin to	log roll (controlled),	strength,	I can forward
landing	rocking	show flexibility	curled side roll (egg	technique and	roll from
safely. I	forward roll,	in movements.	roll) (controlled),	flexibility	standing,
can move	crouched		teddy bear roll, log	throughout	tucked
around,	forward roll.	l can roll –	roll (pencil roll).	performances.	backward roll,
under, over,		crouched			log roll
and through	l can straight	forward roll,	l can straight jump,	l can combine	(controlled),
different	jump, tuck	forward roll	tuck jump, jumping	equipment with	curled side roll
objects and	jump star	from standing,	jack star jump,	movement to	(egg r o ll)
equipment. I	jump, half turn	tucked backward	straddle jump, pike	create	(controlled),
can begin to	jump.	roll.	jump, straight jump	sequences.	Teddy bear roll,
move with	0		half-turn, straight	,	log roll (pencil
control and	l can tiptoe,	l can straight	jump full-turn.	l can forward	roll)
care.	step, jump and	jump, tuck jump,	I can tiptoe, step,	roll from	
	hop, hopscotch,	jumping jack,	jump and hop,	standing,	l can straight
	skip, gallop.	star jump,	hopscotch skip, pivot.	tucked	jump, tuck
	1 5 1	straddle jump,		backward roll,	jump, jumping
	l can balance -	pike jump,	I can 1, 2, 3 and 4-	log roll	jack, star jump,
	standing	straight jump	point balances.	(controlled),	straddle jump,
	balance,	half-turn.	1	curled side roll	pike jump,
	kneeling	J	I can balance on	(egg r o ll)	straight jump
	balance, large	l can balance –	apparatus.	(controlled),	half-turn,
	body part	large and small		teddy bear roll,	straight jump
	balances,	body part	I can balance with	log roll (pencil	full-turn.
	balances on	balances,	and against a	roll).	J
		including	partner.	1000/.	
	apparatus,	ununu	pui uvei .		

	I	balances w	ith standing and		I can straight	1 can 1, 2, 3
			J		l can straight	
		a partner, j		l can pike, tuck, star,	jump, tuck	and 4- point
		tuck, star,	balances.	straight, straddle	jump, jumping	balance
		straight,		shapes.	jack star jump,	
		straddle sh			straddle jump,	I can balance
		front and b		I can front and back	pike jump,	on apparatus
		support.	matching and	support.	straight jump	
			contrasting		half-turn,	l can develop
			partner		straight jump	technique,
			balances.		full-turn.	control and
						complexity of
			l can pike, tuck,		1 can 1, 2, 3	part-weight
			star, straight,		and 4- point	partner
			straddle shapes		balance.	balances.
			I can front and		l can balance	l can pike, tuck,
			back support.		on apparatus.	star, straight,
					11	straddle
					I can part body	shapes.
					weight partner	1
					balance.	I can front and
						back support.
					l can pike, tuck,	
					star, straight,	
					straddle	
					shapes.	
					simpes.	
					I can front and	
	ann aurdad Laura	1			back support.	
	can curled I can	r wg				
	ide roll roll					
(6	JJ	trolled)				
	curle	d side				

	1 11	11 /				1	1
	log roll	roll (egg					
	(pencil roll).	roll)					
		(controlled)					
	l can	teddy bear					
	straight	roll					
	jump, tuck	(controlled).					
	jump, star						
	jump, turn	l can					
	jump.	straight					
	5 /	jump, tuck					
	I can bunny	jump, star					
	hop.	jump, half					
	I I	turn jump.					
	l can tiptoe,	JI					
	step, jump	l can tiptoe,					
	and hop.	step, jump					
		and hop,					
	I can hold a	hopscotch,					
	standing	skip, gallop.					
	balance.	1 3 1					
Performance	I can control	l can	l can perform	I can develop the	I can perform and	l can perform	l can link
	my body	perform	sequences of	quality of the	create sequences with	own longer,	actions to
	when	using a	my own	actions in my	fluency and	more complex	create a
	performing	range of	composition	performances.	expression.	sequences.	complex
	a sequence	actions and	with co-	, -	,	,	sequence using
	र्ज ,	body parts	ordination.	l can perform	I can perform and	l can	a full range of
	movements.	with some		learnt skills and	apply skills and	consistently	movement that
		co-	l can perform	techniques with	techniques with	perform and	showcases
	l can	ordination.	learnt skills	control and	control and accuracy.	apply skills	different
	participate		with increasing	confidence.	U U	and techniques	agilities.
	'in simple	l can begin	control.			with accuracy	, v
	games.	to perform		l can compete		and control.	l can perform
	Ŭ.	learnt skills		against self and			and apply a

	Ni	Decestion	with some control.	Vera 2	others in a controlled manner.	Vezel	Vera	variety of skills and techniques confidently, consistently and with precision. I can begin to record my peers' performances, and evaluate these.
Games (Invasion, Striking and Fielding, Net/wall)	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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.	<pre>I can recognise and describe how the body feels during and after different physical activities. I can explain what I need to do to stay healthy.</pre>	 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 	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.

				important to warm-up and cool down.			l can understand why exercise is good for health, fitness and wellbeing.
							l can explain ways l can become healthier.
Skills	l can hit a ball with a bat or racket.	l can practise basic striking, sending and	l can strike or hit a ball with increasing control.	l can demonstrate successful hitting and striking skills.	I can use a bat, racket or stick (hockey) to hit a ball or shuttlecock with accuracy and control.	l can use different techniques to hit a ball.	l can use good hand-eye co- ordination to be able to direct a ball when
	l can roll equipment in different ways.	receiving. I can throw underarm and	l can learn skills for playing striking and fielding	I can throw and catch with increasing control and	l can build a rally with a partner.	l can identify and apply techniques for hitting a tennis ball.	striking or hitting. I can understand
	l can throw underarm. l can throw	overarm. I can catch and bounce	games. I can position the body to strike a ball.	accuracy. I can throw a ball in different	l can use hand-eye co-ordination to strike a moving and a stationary ball.	l can consolidate different ways	how to serve in order to start a game.
	an object at a target. I can catch	a ball. I can use rolling skills	l can throw different types of equipment in different ways,	ways (e.g. high, low, fast or slow).	I can develop different ways of throwing and catching.	of throwing and catching and know when each is	l can throw and catch accurately and successfully in
	equipment using two hands.	in a game. I can practise accurate throwing	for accuracy and distance.	l can move with the ball in a variety of ways	l can move with the ball using a range of techniques showing control and fluency.	appropriate in a game.	a game. I can choose and make the

I can move	and	I can throw,	with some			hast pass in a
					I can use a	best pass in a
a ball ir	consistent	catch and	control.	I can pass the ball	variety of ways	game situation
different	catching.	bource a ball		with increasing speed,	to dribble in a	and link a
ways,		with a partner.	l can find a	accuracy and success	game with	range of skills
including	I can travel		useful space and	in a game situation.	success.	together with
bouncing	with a ball	l can use	get into it to			fluency, e.g.
and kicking.	in different	throwing and	support	I can make the best	l can pass a	passing and
	ways.	catching skills	teammates.	use of space to pass	ball with speed	receiving the
l can kick		in a game.		and receive the ball.	and accuracy	ball on the
an object at	l can pass	-	l can use simple	l can use a range of	using	move.
a target.	the ball to	l can use	attacking and	attacking and	appropriate	
C C	another	kicking skills in	defending skills	defending skills and	techniques in a	I can keep and
l can move	player in a	a game.	in a game.	techniques in a game.	game situation.	win back
safely	game.	0	3	,	0	possession of
around the	5	l can use	I can understand		l can	the ball
space and	l can run at	dribbling skills	and begin to		demonstrate an	effectively and
, equipment.	different	in a game.	apply the basic		increasing	in a variety of
, ,	speeds.	0	principles of		awareness of	ways in a team
l can travel	1	l can	invasion games.		space.	game.
in different	l can begin	understand the	5		1	5
ways,	to use space	importance of	I can know how		I can choose the	l can
including	in a game.	rules in games.	to play a striking		best tactics for	demonstrate a
sideway s	5	0	and fielding		attacking and	good
and	I can follow		game fairly.		defending.	awareness of
backwards.	simple rules		5 5 5		5 5	space.
	to play				l can shoot in a	1
l can play	games,				game.	l can apply
chasing	including				5	knowledge of
games.	team				l can know	skills for
0	games.				when to pass	attacking and
I can follow	l can use				and when to	defending.
simple	simple				dribble in a	5 5
rules.	attacking				game.	
	J		1		J	

		skills such as dodging to get past a defender.				l can devise and adapt rules to create my own game.	 I can work as a team to develop fielding strategies to prevent the opposition from scoring. I can follow and create rules to play a game successfully. I can communicate plans to others during a game. I can lead others during a game.
Performance	I can control my body when performing a sequence of movements. I can participate	l can perform using a range of actions and body parts with some co- ordination.	I can perform learnt skills with increasing control. I can compete against self and others.	I can perform learnt skills and techniques with control and confidence. I can compete against self and others in a	I can take part in a range of competitive games and activities. I can perform and apply skills and techniques with control and accuracy.	 I can consistently perform and apply skills and techniques with accuracy and control. I can take part in competitive 	I can perform and apply a variety of skills and techniques confidently, consistently and with precision.

		in simple games.	 I can begin to perform learnt skills with some control. I can engage in competitive activities and team games. 		controlled marner.		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 talk about the differences between my work and that of others.	l 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.	<pre>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.</pre>	I can thoroughly evaluate my own and others' work, suggesting thoughtful and appropriate improvements.
Athletics	Nursery	Reception	Year1	Year 2	Year 3	Year 4	Year 5	Year 6

Health	l can	l can	l can recognise	l can recognise	I can describe how the	I can know and	l can
	describe	describe	and describe	and describe the	body reacts at	understand the	understand the
	how the	how the	how the body	effects of	different times and	reasons for	importance of
	body feels	body feels	feels during	exercise on the	how this affects	warming up	warming up
	when still	before,	and after	body.	performance.	and cooling	and cooling
	and when	during and	different	J	1 5	down.	down.
	exercising.	after	physical	l can explain	I can explain why		
	J	exercise.	activities.	why it is	exercise is good for	l car explain	l can carry out
				important to	your health.	some safety	warm-ups and
		l can carry	l can explain	warm up and	J	principles when	cool downs
		and place	what I need to	cool down.	l can explain some	preparing for	safely and
		equipment	stay healthy.		reasons for warming	and during	effectively.
		safely.	JJ		up and cooling down.	exercise.	JJ J
		5 5			I J		l can
							understand
							why exercise is
							good for health,
							fitness and
							wellbeing.
Skills	l can run in	l can vary	l can run at	I can begin to	l can carry out an	l can accelerate	l can recap,
	different	my pace	different paces,	combine running	effective sprint finish.	from a variety	practise and
	ways for a	and speed	describing the	with jumping	JJ J	of starting	refine an
	variety of	when	different paces.	over hurdles.	I can perform a relay,	positions and	effective
	purposes.	running.	55 1		focusing on the baton	select my	sprinting
	1 1	J	I can vary the	l can focus on	changeover technique.	preferred	technique,
	l can jump	l can run	speed and	my arm and leg	J V	position.	including
	in a range	with a	direction in	action to improve	I can speed up and	1	reaction time.
	of ways,	basic	which I am	my sprinting	slow down smoothly.		
	landing	technique	travelling.	technique.	I can learn how to	I can Identify	I can build up
	safely.	over	J	r v	combine a hop, step	and	speed quickly
	JJ -	different	l can maintain	l can understand	and jump to perform	demonstrate	for a sprint
		distances.	and control a	the importance of	JIIJ	stamina,	finish.

I can rol		run over	adjusting	the standing triple	explaining its	
equipme		different	running pace to	jump.	importance for	l can run over
in differ	1	distances.	suit the distance	JI	runners.	hurdles with
ways.	straight		being run.	I can land safely and		fluency,
J	line.	l can perform	J	with control.	l can perform	focusing on the
I can thr		and compare	l can use one		an effective	lead leg
underarr	r. I can	different types	and two feet to	I can begin to measure	standing long	technique and
	perform	of jumps: for	take off and to	the distance jumped.	jump.	a consistent
I can thr	1 0	example, two	land with.	JI	JI	stride pattern.
ar objec	00	feet to two feet,		I can perform a pull	l can perform	1
a target.	jumps: for	two feet to one	l can develop an	throw.	the standing	I can accelerate
	example,	foot, one foot to	effective take-off		triple jump with	to pass other
	two feet to	same foot or	for the standing	I can measure the	increased	competitors.
	two feet,	one foot to	long jump.	distance of my	confidence.	1
	two feet to	opposite foot.	001	throws.		l can work as a
	one foot,		I can land safely		I can develop	team to
	one foot to	I can jump for	and with	I can continue to	an effective	competitively
	same foot or	distance from a	control.	develop techniques to	technique for	perform a
	one foot to	standing		throw for increased	the standing	relay.
	opposite	position with	I can throw with	distance.	vertical jump	Ū.
	foot.	accuracy and	greater control		(jumping for	l can
		control.	and accuracy.		height)	demonstrate
	l can jump				including take-	endurance and
	as high as	I can throw	I can show		off and flight.	stamina over
	possible.	different types	increasing			longer distances
		of equipment in	control in my		I can land	in order to
	l can jump	different ways,	overarm throw.		safely and with	maintain a
	as far as	for accuracy			control.	sustained run.
	possible.	and distance.	l can perform a			
			push throw.		l can measure	l can develop
	I can land	I can throw			the distance	the technique
	safely and	with accuracy	I can continue to		and height	for the standing
		at targets of	develop			vertical jump.

with	different	techniques to	jumped with	
control.	heights.	throw for	accuracy.	l can maintain
	, totg tus.	increased	useu, usg.	control at each
I can throw	l car	distance.	I can throw a	of the different
underarm	investigate	all star ice.	variety of	stages of the
and	ways to alter		implements	triple jump.
overarm.	my throwing		using a range	u q200 jairq2.
	technique to		of throwing	I can land
I can throw	achieve greater		techniques.	safely and with
a ball	distance.		lectuluques.	control.
towards a	allina ice.		l can measure	010000
target with			and record the	l can develop
increasing			distance of my	and improve
accuracy.			throws.	my techniques
uccui ucy.			000005.	for jumping for
I can			l can continue	height and
improve the			to develop	distance and
distance l			techniques to	support others
can throw			throw for	in improving
by using			increased	their
more			distance.	performance.
			uisuice.	perjornarae.
power.				l can measure
				and record the
				distance of
				their throws.
				l can continue
				to develop
				techniques to
				throw for
				increased
				distance and
				aisiance ana

Performance	I can control my body when performing a sequence of movements. I can participate in simple games.	I can begin to perform learnt skills with some control. I can engage in competitive activities and team games.	I can perform learnt skills with increasing control. I can compete against self and others.	I can perform learnt skills and techniques with control and confidence. I can compete against self and others in a controlled manner.	I can perform and apply skills and techniques with control and accuracy. I can take part in a range of competitive games and activities.	I can consistently perform and apply skills and techniques with accuracy and control. I can take part in competitive games with a strong understanding of tactics and composition.	support others in improving their personal best. I can develop and refine techniques to throw for accuracy. I can perform and apply a variety of skills and techniques confidently, consistently and with precision. I can take part in competitive games with a strong understanding of tactics and composition.
Evaluation	l can talk about what l have door	l can watch and describe	I can watch and describe performances, and use what I	I can watch, describe and evaluate the	I can watch, describe and evaluate the effectiveness of	I can choose and use criteria to evaluate own and others'	l can thoroughly evaluate my
	done. I can talk about what	performance s.	and use what l see to improve my own performance.	effectiveness of a performance.	performances, giving ideas for improvements.	ana others performance.	own and others' work, suggesting thoughtful and

		others have done.	l car begin to say how l could improve.	I can talk about the differences between my work and that of others.	l can describe how my performance has improved over time.	I can modify my use of skills or techniques to achieve a better result.	<pre>/ can explain why I have used particular skills or techniques, and the effect they have had on my performance.</pre>	appropriate improvements.
Outdo or Adventure	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health					I can recognise and describe the effects of exercise on the body. I can explain the importance of strength and flexibility for physical activity.	I can explain why exercise is good for your health. I can 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 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.

			l can explain			l can
			why it is			understand
			important to			why exercise is
			warm up and			good for health,
			cool down.			fitness and
						wellbeing.
Skills			l can orientate	l can orientate myself	l can orientate	l can design an
			myself with	with accuracy around	myself with	orienteering
			increasing	a short trail.	increasing	course that is
			confidence and		confidence and	clear to follow
			accuracy around	l can create a short	accuracy	and offers
			a short trail.	trail for others with a	around an	challenge to
				physical challenge.	orienteering	others.
			l can identify	I J J	J course.	
			and use effective	I can start to recognise		l can use
			communication to	features of an	l can use	navigation
			begin to work as	orienteering course.	navigation	equipment
			a team.		equipment to	(maps,
				l can communicate	orientate	compass) to
			l can identify	clearly with other	around a trail.	improve the
			symbols on a	people in a team, and		trail.
			key.	with other teams.	l can use clear	
			logi		communication	l can use clear
			I can begin to	l can have experience	to effectively	communication
			choose equipment	of a range of roles	complete a	to effectively
			that is	within a team and	particular role	complete a
			appropriate for	begin to identify the	in a team.	particular role
			an activity.	key skills required to		in a team.
			and activity.	succeed at each.	l can complete	
					orienteering	l can compete
				I can plan and	activities both	in orienteering
				organise a trail for	as part of a	activities both
					us pui e oj u	
				others to follow.		as part of a

					team and	team and
				I can work as part of	independently.	independently.
				a team.	I J	I J
					l can identify a	l can use a
				l can begin to use a	key on a map	range of map
				map to complete an	and begin to	styles and
				orienteering course.	use the	make an
					information for	informed
					activities.	decision on the
						most effective.
					l can identify	
					the quickest	l can prepare
					route to	an orienteering
					accurately	course for
					navigate an	others to
					orienteering	follow.
					course.	
						l can w or k
					l can	effectively as
					communicate	part of a team,
					clearly and	demonstrating
					effectively with	leadership skills
					others.	when
						necessary.
Performance			l can begin to	I can complete an	I can complete	I can complete
			complete	orienteering course	an orienteering	an orienteering
			activities in a set	more than once and	course on	course on
			period of time.	begin to identify ways	multiple	multiple
				of improving	occasions, in a	occasions, in a
				completion time.	quicker time	quicker time
					due to improved	1
					technique.	technique.

Evaluation					l can describe how my performance has improved over time.	I can modify my use of skills or techniques to achieve a better result.	 I can improve a trail to increase the challenge of the course. I can explain why I have used particular skills or techniques, and the effect they have had on my performance. 	I can listen to feedback and improve an orienteering course from it. I can thoroughly evaluate my own and others work, suggesting thoughtful and appropriate improvements.
Swimming Health	Nursery	Reception	Year 1	Year 2	Year 3	Year 4 I can safely move	Year 5 I can safely	Year 6 I can explain
						around the pool area.	move around the pool area.	why swimming helps me to be fit and healthy.

			I can safely enter and	l can safely	
			exit the water.	enter and exit	I can enter the
			exil the water.		
				the water.	water safely
			I can warm up and		and the reasons
			prepare for	l can warm up	why.
			swimming.	and prepare for	
				swimming.	l can warm up
					and prepare for
					swimming.
Skills			I can correctly enter	l can move	l can move
			and exit the water.	effectively and	effectively and
				efficiently	efficiently
			l can be confident in,	through the	through the
			on and under the	water using	water using
			water.	alternating and	alternating and
				simultaneous	simultaneous
			l can float on my	strokes on front	strokes on front
			back.	and back, such	and back, such
				as front crawl,	as front crawl,
			l can glide and kick	back crawl,	back crawl,
			across the pool.	breast stroke,	breast stroke,
			I	side stroke.	side str o ke.
			I can swim across the		
			pool using freestyle	l can control	l can control
			arm action.	my breathing	my breathing
				on the surface	on the surface
			l can co-ordinate arm	and	and
			and leg action to	underwater.	underwater.
			swim across the pool.		
				l can use	l can use
			I can swim across the	survival and	survival and
				self-rescue	self-rescue
			pool using	0	0
				skills: treading	skills: treading

			breaststroke/backstrok	water and	water and
			<i>و</i> .	floating.	floating.
			l can identify safety	l can stay safe	l can stay safe
			procedures and know	when playing	when playing
			when to seek help.	in and around	in and around
				water.	water.
				l can push and	I can push and
				glide.	glide.
Performance			l can perform learnt	l can swim	l can swim
J			skills and techniques	competently,	competently,
			with control and	confidently and	confidently and
			confidence.	proficiently over	proficiently over
			corg tuertee.	a distance of at	a distance of at
			lean float in different	least 25 metres.	least 25 metres.
			I can float in different	lease 25 metres.	lease 25 metres.
			shapes and positions	1	1
			on the water.	I can use a	l can use a
				range of strokes	range of strokes
			I can talk about how	effectively	effectively
			to behave when in,	(front crawl,	(front crawl,
			out and around water	backstroke and	backstroke and
			and how to help in an	breaststroke).	breaststroke).
			emergency.		
			0 0	l can perform	l can perform
				safe self-rescue	safe self-rescue
				in different	in different
				water based	water based
				situations.	situations.
Evaluation			l can describe how my	I can describe	l can describe
			swimming has	and evaluate	and evaluate
			5		
			improved over time.	the quality of	the quality of
				my swimming.	my swimming,

Fundamental	Nursery			I can watch and describe the swimming action of others.	l can watch and describe the swimming action of others.	l can watch and describe the swimming action of others.
skills						
Health	I can stop and start exercising by listening to a whistle. I can warm up by stretching my body and copying my teacher.					
Skills	I can move around safely and sensibly. I can look where I am going. I can stop when the					

	whistle			
	blows.			
	DIOWS.			
	l can start			
	when the			
	whistle			
	blows.			
	1 throw and			
	catch			
	different			
	different objects.			
	l can strike			
	a ball.			
Performance	l car			
	norform			
	perform			
	learnt skills.			
Evaluation	I can watch			
	and copy			
	others.			
	l can watch			
	and conv			
	and copy my teachers'			
	my teachers			
	actions.			