



Curriculum Progression of Skills – Physical Education

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fundamentals	Running - I can use big steps to run. - I can use small steps to stop. - I know that moving into space away from others helps to keep me safe. - I can change direction safely. Balancing - I can hold my arms out to help me balance. - I can balance whilst stationary. - I can balance whilst on the move. Jumping - I can bend my knees to help me land safely. I can take off safely. I can land safely. Hopping - I can use one foot to hop. - I can use both feet to hop (alternate legs). Skipping - I can hop then step to help me skip. - I can use skipping to travel.	Running - I can bend my knees to help me change direction. - I can swing my arms to help me run faster. - I can change direction to dodge. - I can demonstrate how my body moves at different speeds. Balancing - I can look ahead to help me balance. - I can land on my feet to help me balance. - I can move with some control and balance. - I can demonstrate stability. - I can demonstrate landing safely. Jumping - I can land on the balls of my feet to help me land with control. - I can demonstrate control in take-off and when jumping. Hopping - I can hop with a soft bent knee for safety. - I can hop in different directions. Skipping - I can use opposite arm to leg to skip. - I can jump on the balls of my feet to keep a consistent rhythm. - I can demonstrate coordination when turning a rope. - I can use rhythm to continuously jump in with a skipping rope.	Running - I can transfer my weight to the front of my feet to help me stop in a balanced position. - I can demonstrate running faster by using the balls of my feet, taking big steps, and keeping elbows bent. - I can demonstrate balance when changing direction. - I can demonstrate different speeds when running. Balancing - I can squeeze my muscles to help me balance. - I can balance while performing movements. Jumping - I can swing my arms forward to jump further. - I can jump for distance, height, and in different directions. Hopping - I can hop looking ahead, and for distance/height/direction. Skipping - I can use opposite arm to leg to help me balance when skipping without a rope. - I can single bounce when skipping with a rope. - I can double bounce when skipping with a rope.	Running - I can lean forward slightly to help increase my speed. - I can lean my body in the opposite direction to slow down. - I can explain that agility helps with everyday tasks. - I can change direction and speed. Balancing - I can explain how balance helps with everyday tasks. - I can demonstrate balance during other skills. Jumping & Hopping - I can jump and land quickly to cover more distance. - I can link hopping and jumping. Skipping - I turn the rope from my wrists. - I use wide hands to create a gap to jump through. - I can skip and turn with a rope.	Running - I keep my elbows bent when changing direction to help stay balanced. - I can change direction quickly under pressure. - I demonstrate when and how to accelerate/decelerate. Balancing - I squeeze different muscles to stay balanced in activities. - I demonstrate good control and balance. Jumping & Hopping - I swing my non-hopping foot for momentum. - I link hopping/jumping with other skills. Skipping - I keep my chest up for balance. - I can skip consistently in a rope.	Running - I push off my outside foot and turn my hips to change direction. - I can accelerate/decelerate appropriately. - I demonstrate good posture and balance when changing direction. Balancing - I consistently demonstrate good balance in a range of fundamental skills. - I explain balance is used in many daily and PE tasks. Jumping & Hopping - I explain when to jump for height or distance. - I show good technique and fluency when jumping/hopping. Skipping - I explain skipping helps develop coordination, stamina, and balance. - I consistently demonstrate a range of skipping skills in a rope.	Running - I can explain that running develops stamina and speed. - I can explain that both can be improved by training over time. - I can explain that agility requires speed, strength, good balance and coordination. Balancing - I can explain that balance underpins many skills in PE and everyday life. - I can explain that balance may feel different in different situations. - I demonstrate fluency and control when travelling, landing, stopping, and changing direction. Jumping & Hopping - I can explain when to jump for height or distance in different activities. - I can demonstrate good technique when jumping for distance and height. - I can fluently link jumps together. - I can demonstrate good technique when hopping for height. Skipping - I can explain that skipping helps to develop coordination, stamina and balance. - I consistently demonstrate a range of skills when skipping in a rope.



Fitness	Agility - I move into space away from others to keep myself safe. - I am beginning to change direction safely. Balance - I can hold out my arms to help me balance. - I am beginning to balance stationary and on the move. Coordination - I move arms and legs together to help me walk, run and jump. - I am beginning to coordinate different body parts. Speed - I use big steps to run. I use small steps to stop. - I begin to move and stop with control. Strength - I hold my weight on different parts of my body. Stamina - I explain that moving for a long time makes me feel tired. - I demonstrate ability to move for extended time.	Agility - I can bend my knees to help me change direction. - I can change direction while running. Balance - I can look ahead to help me balance. - I can apply balancing to a range of activities. Coordination - I can use opposite arm to leg in running and throwing. - I can show coordination with equipment. Speed - I can swing my arms to run faster. - I can run at different speeds. Strength - I can explain exercise helps make me stronger. - I can perform exercises using my own body weight. Stamina - I explain that moving longer makes me feel hot and breathe faster. - I move for longer periods of time and describe how I feel.	Agility - I can use small, quick steps to change direction. - I can demonstrate improved technique when changing direction on the move. Balance - I can squeeze my muscles to help me balance. - I demonstrate increased balance travelling over equipment. Coordination - I can move body parts at different times (e.g., skipping). - I perform with increased control with/without equipment. Speed - I take shorter steps to jog and bigger steps to run. - I demonstrate different running speeds. Strength - I explain strength helps with tasks like carrying bags. - I show increased control in body weight exercises. Stamina - I run slower to last longer. - I demonstrate the ability to work for longer periods.	Agility - I can explain that agility helps with everyday tasks. - I can demonstrate balance when changing direction. Balance - I can explain how balance helps with everyday tasks. - I begin to perform complex activities that challenge balance. Coordination - I explain how coordination helps with everyday tasks. - I coordinate my body with increasing consistency. Speed - I lean forwards to increase speed. - I lean back to slow down. - I begin to demonstrate sprinting technique. Strength - I perform strength activities slowly and with control. - I begin to build strength in muscle groups. Stamina - I explain that stamina helps in life activities. - I begin using breath to work longer.	Agility - I keep my elbows bent when changing direction to help me remain balanced. - I can demonstrate balance when changing direction at speed. Balance - I squeeze muscles to remain balanced in different activities. - I demonstrate control in balance-challenging activities. Coordination - I demonstrate a 'begin' position to react quickly. - I coordinate my body with increased speed. Speed - I show power using a high-knee drive, arm pumps, and running on balls of feet. - I show improved sprint technique. Strength - I explain that strength comes from various muscles. - I explain how to improve strength. - I show developing strength in different muscle groups. Stamina - I pace myself when running longer. - I use breath to maintain my work rate.	Agility - I can change direction by pushing off my outside foot and turning my hips. - I can demonstrate improved posture and speed when changing direction. Balance - I can explain why dynamic balances are harder than static. - I change body position to maintain a controlled centre of gravity. Coordination - I explain people have different coordination levels and it improves with practice. - I coordinate with increased speed. Speed - I take big, consistent strides for rhythm and speed. - I apply the best pace for a given time/distance. Strength - I can name the muscles I am using. - I show improved technique in body weight exercises. Stamina - I keep a steady breath and pace to move for longer periods.	Agility - I can explain that agility requires speed, good balance and coordination. - I can change direction with a fluent action. - I can transition smoothly between varying speeds. Balance - I can explain when/where to apply force to maintain balance. - I show fluency and control when travelling, landing, stopping, and changing direction. Coordination - I explain coordination requires good balance. - I coordinate multiple body parts fluently at an appropriate speed for the challenge. Speed - I explain that speed can be improved by training. - I select the appropriate speed for distance. - I adapt technique based on the distance. Strength - I explain how strength can be built in my own time. - I perform body weight exercises with control and fluency. Stamina - I explain which exercises develop stamina. - I explain that stamina can improve with training. - I use breath to sustain movement.
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Athletics	Running - I use big steps to run. - I use small steps to stop. - I move into space away from others to keep myself safe. - I can run and stop safely. Jumping - I bend my knees to land safely. - I am beginning to jump and hop safely. Throwing - I explain bigger targets are easier to hit. - I begin to throw to a target. Rules - I explain that rules help keep us safe.	Running - I can swing my arms to run faster. - I can run at different speeds. Jumping - I land on the balls of my feet with control. - I bend my knees to jump further. - I demonstrate balance while jumping/hopping/leaping for distance. Throwing - I step forward with opposite foot to throw further. - I throw for distance and accuracy. Rules - I explain that rules help us play fairly.	Running - I can run faster by running on the balls of my feet, taking big steps, and keeping my elbows bent. - I can demonstrate the sprinting action. Jumping - I swing my arms to jump further. - I develop jumping, hopping, and skipping actions. - I show ability to jump for distance and height. Throwing - I throw in a straight line by pointing my hand at the target. - I show overarm throw for distance. Rules - I explain that rules help us play fairly.	Running - I can lean forward slightly to increase speed. - I can lean back to slow down. - I can demonstrate the sprinting technique and apply it to relay events. Jumping - I jump and land quickly to go further. - I show jumping technique for distance using different approaches and take-offs. Throwing - I explain that speed of movement creates power. - I show technique for pull throw. Rules - I explain and apply rules of an event.	Running - I can pace myself when running longer distances. - I use high-knee drive, arm pumping, and run on balls of feet for power. - I demonstrate speed and pacing for distance. Jumping - I transfer weight to help jump further. - I demonstrate technique for jumping for distance. Throwing - I transfer weight to throw further. - I show power in pull/heave throw techniques. Rules - I use rules to manage our own events.	Running - I take big, consistent strides for a running rhythm. - I use steady breath for longer runs. - I apply fluency and coordination during relay changeovers. Jumping - I drive knees high and fast to build power and distance. - I demonstrate rhythm and technique for triple jump. Throwing - I transfer weight in different throws to increase distance. - I demonstrate power and technique in javelin and shot put. Rules - I explain rules in a variety of events using official equipment.	Running - I prepare my body for running. I name the muscles I use. - I understand and apply pacing to sprinting techniques for self and others. Jumping - I demonstrate a run-up to build speed and power. - I show power, control, and technique in the triple jump. Throwing - I prepare my body for throwing. - I name muscle groups used. - I show power, control, and technique in discus and shot put. Rules - I explain and apply rules in events that pose risks.
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Games: Ball Skills	Sending - I look at the target when sending a ball. - I begin to send an object with hands and feet. Catching - I put both hands out ready. - I begin to catch to self and with a partner. Tracking - I watch the ball coming towards me. - I scoop with two hands. - I begin to stop the ball with hands/feet. Dribbling - I keep the ball close to control it. - I drop and catch with two hands. - I move a ball with feet.	Sending - I face my body towards the target when rolling or underarm throwing. - I roll and throw with some accuracy. Catching - I watch the ball. - I catch with two hands and after a bounce. Tracking - I move my feet to get in line with the ball. - I track a ball sent directly. Dribbling - I demonstrate that dribbling is moving with the ball. - I dribble using hands and feet.	Sending - I step with opposite foot to throwing arm for balance. - I roll, throw, and kick a ball to hit a target. Catching - I use wide fingers and pull the ball in to secure it. - I catch a range of objects with and without bounce. Tracking - I move towards, not chase, a ball. - I consistently track and collect a ball sent directly. Dribbling - I keep head up when dribbling. - I use hands/feet with increasing control on the move.	Sending - I point hand/foot at target on release. - I send with accuracy and increasing consistency. Catching - I move my feet towards the ball. - I catch objects with increasing consistency. Tracking - I use a ready position to react. - I track a ball not sent directly. Dribbling - I use dribbling as an attacking skill. - I dribble using hands/feet with control.	Sending - I use different techniques to send depending on the situation (e.g. speed, defenders). - I send to a target with accuracy. Catching - I adjust hands for height of the ball. - I catch different sized objects with two or one hand. Tracking - I explain tracking in games and give examples. - I track direct and indirect balls consistently. Dribbling - I use soft touches to maintain control. - I dribble with increasing control and coordination.	Sending - I control a ball before sending it. - I demonstrate clear technique when sending under pressure. Catching - I demonstrate different types of catching. - I show good technique under pressure. Tracking - I track a ball to collect/stop/receive it quickly and successfully. - I demonstrate a range of techniques when tracking/collecting. Dribbling - I dribble in different directions to lose a defender. - I dribble with control under pressure.	Sending - I make quick decisions on when, how, and to whom to pass. - I show accurate and consistent technique under pressure. Catching - I explain and demonstrate catching in different game scenarios (e.g. trajectory, speed, ball size). - I consistently catch under pressure. Tracking - I explain and demonstrate tracking in various scenarios (e.g. trajectory, speed). - I use a wide range of techniques under pressure. Dribbling - I choose appropriate dribbling skills under pressure (e.g. V dribble in basketball). - I dribble consistently with various techniques and increasing control under pressure.
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Games: Invasion, Football, Tag Rugby, Netball and Basketball	Sending and Receiving - I look at the target when sending a ball. - I watch to receive it. - I am beginning to send and receive with hands using a variety of equipment. Dribbling - I keep the ball close to help with control. - I am beginning to drop and catch with two hands. - I am beginning to move the ball with my feet. Space - I use space to give me more room to play. - I can recognise my own space. Attacking & Defending - I can explain there are different roles in games. - I am beginning to demonstrate the ability to change direction in tagging games. Tactics - I can make simple decisions in response to a task.	Sending and Receiving - I look at my partner before sending the ball. - I can send and receive using hands to a partner. Dribbling - I can explain that dribbling is moving with the ball. - I can dribble using my hands. - I can dribble using my feet. Space - I get into a good space to help pass the ball. - I recognise good space when playing games. Attacking - I can move away from a partner to help my team pass the ball to me. - I can change direction to move away from a partner. Defending - I stay with a partner to make it difficult for them to receive the ball. - I demonstrate tracking and moving to stay with a partner. Tactics - I can explain that tactics can help us when playing games. Rules - I can explain that rules help us to play fairly.	Sending and Receiving - I contact the ball before I send it. - I send and receive with control. Dribbling - I keep my head up to know where defenders are. - I can dribble using my hands with increased control on the move. - I can dribble using my feet with more consistent control on the move. Space - I get into space away from defenders to pass and receive. Attacking - I can explain that I am an attacker when the ball is in possession of my team. - I move into space away from the defenders. Defending - I can explain that I am a defender when my team is not in possession of the ball. - I can stand in between the attacker and the goal to help stop the other team. Tactics - I can explain simple tactics for attack. - I can explain simple tactics for defence. Rules - I can explain how to score points. - I can follow simple rules.	Sending and Receiving - I point my hand/foot to my target and release to help me send a ball accurately. - I demonstrate sending and receiving, adapting by the needs of the game. Dribbling - I can explain that dribbling is an attacking skill used to move from defenders. - I demonstrate dribbling under control while watching for others and space. Space - I can explain that spreading out as a team is a good tactic. - I demonstrate using space to attack. Attacking - I can signal to my team to pass to me. - I can change direction to lose a defender. Defending - I can recognise when to mark a player. - I can track opponents to limit scoring opportunities. Tactics - I can explain that using tactics will help my team be more successful. - I can explain why we choose certain tactics. Rules - I know the rules of the game. - I begin to apply the rules of the game.	Sending and Receiving - I can use both my feet to help me send a ball accurately. - I demonstrate the use of space with sending and receiving. - I can catch a ball using one and two hands. - I can receive the ball with feet whilst increasing speed. Dribbling - I can dribble with some control under pressure. - I can dribble the ball with both feet. Space - I can change direction whilst travelling. - I can explain why using space helps the team. Attacking - I can recognise when to shoot. - I can pass at the right time to a teammate. Defending - I can mark an opponent in an invasion game. - I can block the path of an opponent using my body. Tactics - I can begin to interpret and apply attacking tactics. - I can explain how attacking and defending tactics will help us win. - I can explain why we need tactics in games. Rules - I can manage our own game by understanding the rules.	Sending and Receiving - I can send and receive without physical contact between myself and a ball carrier for better control. - I can send and receive under pressure. Dribbling - I can dribble in different directions to help lose a defender. - I dribble with some control under pressure. Space - I move into a space even if not receiving the ball to create space for a teammate. - I move into spaces for myself, and others in the team. Attacking - I can use a range of techniques to lose and get open (e.g., change of direction or speed). Defending - I can track and mark with increased success. - I can intercept a ball with hands or feet. - I can steal a ball with two hands. Tactics - I can explain the need for tactics in invasion games. - I can explain when to use tactics. Rules - I know and understand the rules and use them to help the game.	Sending and Receiving - I can make quick decisions to send/receive depending on the situation. - I can send and receive using a range of skills with control under pressure. Dribbling - I can choose the appropriate dribble for a given situation. - I can beat a defender using a variety of dribbles. - I use head up dribbling and perception to know when and why to pass or dribble. Space - I can transition quickly between attack and defence to influence the game. - I move into the correct space to maintain team possession. - I use and create space effectively. Attacking - I confidently change direction to lose a defender. - I demonstrate attacking skills using a variety of situations. - I look to give effective passes (e.g., speed, direction, timing). Tactics - I can explain how to create a successful attack and defence. - I can apply tactics for success. Rules - I know, understand and apply rules consistently within games. - I show fair play and honesty when officiating the game.
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Dance	Actions - I can move my body in different ways to create interesting actions. - I can copy basic body actions. Dynamics - I can change my action to show an idea. - I can explore actions in response to music and an idea. Space - I can move into space to keep myself and others safe. - I can begin to use pathways and space around me and in relation to others. Performance - I can sit quietly when watching others and clap at the end. - I can perform short phrases of movement in front of others. Strategy - I can use lots of space to make my dance interesting.	Actions - I can sequence actions to create a dance. - I can copy, remember, and repeat actions that represent a theme. - I can create my own actions in relation to a theme. Dynamics - I can create fast and slow actions to show an idea. - I can vary my speed to represent an idea. Space - I can use different directions and pathways within space. Relationships - When dancing with a partner, I can keep in time and be aware of them. Performance - I can stand still at the start of the dance to let the audience know I have started. - I can stand still at the end of the dance to let the audience know when I have finished. - I can perform my own work to an audience. - I can perform with others to an audience. Strategy - I can use exaggerated actions to help the audience see them clearly.	Actions - I can sequence actions in particular order to help me tell the story of my dance. - I can remember, repeat, and link actions to express ideas. Dynamics - I can change the way I move to show an idea. - I can demonstrate an understanding of dynamics. Space - I can use different directions in my dance. - I can use different pathways and levels. - I can involve levels in pathway work. Relationships - I can use counts of 8 to help me stay in time with the music. - I can begin to use movement with a partner. - I can begin to work with a partner to show relationships. Performance - I can use facial expressions to help show the mood of my dance. Strategy - I can practice my dance in order to improve my performance.	Actions - I can share ideas with others to enable my group to work together. - I create actions in response to a stimulus. Dynamics - I use dynamics effectively to express an idea. Space - I use space to help my dance flow. - I use direction to travel in dance. - I use different levels in transitions between formations. Relationships - I can explain that transition in dance is similar to teamwork in other subjects (such as football, rugby and gymnastics). Performance - I can use timing in performance to create effect. - I can perform short self-choreographed dance. Strategy - I can show sensitivity to the music to make my performance more complete.	Actions - I can explain that some actions are better suited to a certain character, mood or idea. - I can respond imaginatively to a range of stimuli related to character and narrative. Dynamics - I can explain that some dynamics are better suited to a certain character, mood or idea. - I can change dynamics to express changes in character. Space - I can explain that space can be used to express an idea. - I can confidently use space in different directions, levels, and changes in pathway. Relationships - I can explain that relationship can better suited to a certain character, mood, or idea. - I can use action and reaction to tell the narrative. Performance - I am aware of other performers and how this will help me to know when to move in unison. - I can perform complex dances that communicate narrative and character well, performing clearly and fluently.	Actions - I can choreograph dances by adapting and combining actions and steps from different dance styles. Dynamics - I use different dance styles and selected dynamics to express mood. - I confidently use dynamics to express different dance styles. Space - I confidently use direction and patterning to express different dance styles. Relationships - I use different dance styles with selected relationships to express mood. - I identify use of formations to express a dance idea. - I confidently use canon to express an idea. - I confidently use unison to express an idea. Performance - I can apply effective performance principles to my own, and others' work. - I fluently and expressively perform dances using a range of dance styles. Strategy - I use dance principles to help me express an atmosphere or mood.	Actions - I can improve my actions with consideration to extension. - I can improve my actions with consideration to shape. Dynamics - I can improve my actions with sensitivity to dynamics. - I can show controlled movements which express emotion and feeling. Space - I select a variety of dynamics in my performance to help take the audience on a journey through my dance. Space & Relationships - I combine space and relationships with a prop to express my dance idea. - I use a variety of compositional principles when creating my own dances. Performance - I can explain the role of, and how they enhance dance for the group. - I can lead with character, and cues for the rest of the group. Strategy - I keep in character throughout my dance to help me express an atmosphere or mood that can be interpreted by the audience.
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Body Management: Gymnastics	Shapes - I can make different shapes with my body. - I can show contrast with my body including wide vs narrow; straight vs curved. Balances - I am still when holding a balance. - I can demonstrate shapes in stillness using different parts of my body. Rolls - I can change my body shape to help me roll. - I can demonstrate rocking and rolling. Jumps - I can bend my knees to help me land safely. - I can jump safely. Strategy - I can hold a shape and count to five for people to see my shape clearly.	Shapes - I can improve my shapes by extending parts of my body. - I can demonstrate basic shapes - Straight - Tuck - Straddle - Pike Balances - I can balance for 5 seconds. - I can perform balances using different parts of my body. Rolls - I can perform balances by making my body stretch. - I can perform balances by making my body curl. Jumps - I can use different shapes to roll. - I can demonstrate a barrel roll progression. - I can demonstrate a straight roll progression. - I can demonstrate forward roll progression. Strategy - I can land on the balls of my feet to help me land with control. - I can demonstrate shape jumps including jumping off low apparatus.	Shapes - I can link some shapes together in a sequence. - I can demonstrate changes in different shapes. Balances - I can squeeze my muscles together to help me balance. - I can remember, repeat and link combinations of gymnastics balances. Rolls - I can demonstrate a barrel roll. - I can demonstrate a straight roll. - I can demonstrate a forward roll. - I can use the rolls into sequences. Jumps - I look forward to help me land with control. - I can demonstrate different shape jumps, including: - Straight - Star - Tuck - I can use shapes that I link together to help my sequence flow. Strategy - I can use a starting position to let people know my sequence has begun. - I can use a finishing position to let people know my sequence has ended.	Shapes - I can use body tension to make my shapes look better. - I can change shapes. - I can demonstrate matching shapes. - I can demonstrate contrasting shapes. Balances - I can make my balances look interesting by using different levels. - I can demonstrate balances with different points of contact. - I can transition into and out of point and patch balances. Rolls - I can demonstrate a log roll using body tension. - I can show the take-off of my jumps to create different shape in the air. - I can use different take-offs and landings to make things more interesting. Jumps - I can change the shape of my jumps to link together in a sequence. Strategy - I can use different levels to make my sequence look more interesting.	Shapes - I can explain that shapes in my sequence must demonstrate a range of shapes that I use in my balance. Inverted Movement - I can explain that inverted movements are actions where my hips go above my head. - I can strengthen the bridge. - I can demonstrate strength in the shoulder stand. Balances - I show awareness of how to keep myself and others safe when performing partner balances. - I can demonstrate balances in unison. - I can demonstrate balances in canon. - I can demonstrate fluency in transition into and out of partner balances. Rolls - I can use shape to help me roll. - I can use my head position to help me roll with increased control. - I can develop the forward roll and add stretch. - I can develop the straddle roll and add stretch. Jumps - I can add turns to my actions. - I can change the shape of my jumps to make them look different. - I can sequence and, as a result of good technique, add a range of shapes. Strategy	Shapes - I can explain that shapes underpin all gymnastics actions. - I can perform shapes consistently and with good tension throughout gymnastic actions. Inverted Movement - I can use inverted movements (such as the shoulder stand and the bridge) with control. Sometimes, I can move quickly to build momentum. - I can start to demonstrate progressions of a cartwheel. Balances - I can use contrasting balances to make my gymnastics sequences more interesting. - I can begin to balance on apparatus. Rolls - I work with my own actions, or with a partner to show fluency and control. - I can develop the forward roll and add tension in the roll. - I can develop the backward roll and add stretch. - I can develop the straddle roll and add stretch. Jumps - I can use jumps to link actions. - I can change the shape of my jumps to show control and flight. Strategy - I can use different levels to make my sequence more interesting.	Shapes - I can explain which shapes to use for each skill. - I combine and perform gymnastics shapes more fluently and effectively. Inverted Movement - I can spread my weight across a base of support to help me balance. - I can develop control in progressions of a cartwheel and shoulder stand. Balances - I can apply force to maintain control and balance. - I can demonstrate counter balance. - I can demonstrate counter tension. Rolls - I can explain momentum, and where to use it to help me roll. - I can use momentum to roll into and out of balances. - I can demonstrate consistency and fluency in the forward roll. - I can demonstrate consistency and fluency in the backward roll. - I can take off from two feet and land on two feet in a controlled jump. - I can combine a range of gymnastics jumps and perform them fluently and effectively. Strategy - I use changes in formation to help make my sequence look interesting.
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					I can use different pathways and interesting sequences to make my sequence look interesting.		
Body Management: Yoga	Balance - I can balance easier using more body parts than fewer body parts. - I can use shapes in stillness using different parts of my body. Flexibility - I can make my body longer by reaching out with my arms and legs. - I can use shapes and actions to stretch my body. Strength - I can hold my weight on different parts of my body. Strategy - I can explain how movement makes me feel. - I can demonstrate my feelings in response to the activity or task.	Balance - I can focus on something still to help me balance. - I can perform balances and poses by making my body tense. - I can perform balances and poses by making my body stretched. - I can perform balances and poses by making my body curled. Flexibility - I can use yoga to help improve flexibility. - I can explain that yoga helps with everyday tasks. - I can demonstrate poses and movements that challenge my flexibility. Strength - I can use my strength to move slowly, and with control. - I can demonstrate strength whilst transitioning from one pose to another. Strategy - I can explain that yoga can make me feel happy.	Balance - I can squeeze my muscles to help me balance. - I can remember, copy and repeat sequences of linked poses. Flexibility - I can explain that flexibility helps us to stretch our muscles and increase the movements in our joints. Strength - I can explain that strength helps us with everyday tasks such as carrying our school bags. - I can demonstrate increased control in performing poses. Strategy - I can explain that yoga can make me feel calm.	Balance - I can use my whole body part in contact with the floor to help me balance. - I can demonstrate increased control when in poses. Flexibility - I can move as I breathe out to stretch a little further. - I can demonstrate increased movement in different parts of my body. Strength - I can use different muscles for different poses. - I can demonstrate balance, showing strength. Strategy - I can use my breath to focus. - I can develop my ability to stay still and keep my focus.	Balance - I can move with my breath to balance. - I can use my breath to maintain balance within a pose. Flexibility - I can explain different body parts that I am extending in different poses. - I can demonstrate increased extension in poses. Strength - I can work within my own strength and abilities, and recognise others' strength may differ from my own. - I can demonstrate increased control and strength when in a pose. Strategy - I can explain that mindfulness is a personal journey. - I can demonstrate mindfulness activities with increased focus.	Balance - I make ground contact points and spread weight evenly across them to maintain balance. - I can use my breath to maintain balance within a pose. - I can use my breath to maintain balance when transitioning from one move to another. Flexibility - I can improve my flexibility when moving with my breath. - I can demonstrate flexibility by connecting movement with breath. Strength - I can explain that different poses use different muscles to hold them. - I am beginning to know the names of some muscle groups. - I can demonstrate increased control and strength when holding poses. - I can demonstrate control when transitioning between poses. Strategy - I can use different techniques to control how I feel.	Balance - I can explain where and when to apply force to maintain control and balance. - I can link combinations of poses for balance with increased control. Flexibility - I can explain which muscles require more practice to increase my flexibility. - I can confidently transition from one pose to another showing extension connected to breath. Strength - I can explain that my own strength can be built up by practice in my own time. - I can demonstrate poses that challenge my strength. - I work to maintain increased control and strength when in, and transitioning between, poses. Strategy - I can explain times in everyday life when mindfulness activities would be helpful for my wellbeing. - I can demonstrate methods to control how I feel with some success.



OAA: Outdoor Adventur ous Activity	Problem Solving - I can make simple decisions in response to a task. - I can take part in activities where I have to make my own decisions. Navigational Skills - I move into a space away from other to keep myself safe. - I leave a gap when following a path to help keep me safe. Communication - I talk to my partner to help solve challenges e.g. 'Let's go to the green hoop next.' - I demonstrate the ability to move into a space. - I demonstrate the ability to follow a path. Reflection - I am beginning to identify times when I am successful.	Problem Solving - I can work collaboratively with others to help solve challenges. - I can suggest ideas in response to a task. Navigational Skills - I can decide which way to go before starting to help me. - I can follow a path. - I can lead others. Communication - I can use short instructions to help my partner e.g. start/stop. - I can communicate simple instructions. I listen to others. Reflection - I can identify when I am successful. - I can make basic observations about how to improve. Rules - I can explain some rules that help us to play fairly.	Problem Solving - I can listen to others' ideas in order to give us an idea we haven't already thought of. - I can begin to plan strategies. - I can apply strategies to overcome a challenge. Navigational Skills - I can explain that a map tells us what to do. - I can follow a simple diagram/map. - I can create a simple diagram/map. Communication - I use encouraging words when speaking to a partner or group to help them to trust me. - I can work cooperatively with a partner. - I can work cooperatively in a small group. Reflection - I can verbalise when I am successful. - I can verbalise areas that I could improve. Rules - I can follow simple rules. - I can apply simple rules.	Problem Solving - I try ideas before deciding on a solution to help us come up with the best idea. - I can discuss how to follow trails and solve problems. - I can work with others to select appropriate equipment for the task. Navigational Skills - I hold the map so the items on the map match up to the items that have been placed out. - I can spot where I am on a simple map. - I can use simple maps and diagrams to follow a trail. - I can create simple maps and diagrams to follow a trail. Communication - I take turns when giving ideas and don't interrupt others. - I follow instructions. - I give instructions. - I accept other peoples' ideas. Reflection - I reflect on when and why I am successful at solving challenges. Rules - I use rules honestly to keep myself and others safe.	Problem Solving - I discuss advantages and disadvantages of ideas to help guide us to a conclusion about which idea to use. Navigational Skills - I can use a key. - I can use the cardinal points on a map to orientate it. - I can plan independently, implementing a strategy with increased success. - I can plan in small groups, implementing a strategy with increased success. Communication - I can explain that there are different types of communication. - I can communicate without talking. - I can confidently communicate ideas. - I listen to others. Reflection - With increased accuracy, I can critically reflect on when and why I am successful at solving challenge. Rules - I work with integrity and know this is important	Problem Solving - I can recognise there may be more than one way to solve a challenge. - I use trial and error to help guide me to the best solution. - I use tactical planning within a team to overcome increasingly challenging tasks. Navigational Skills - I can use a key to identify objects and locations. - I can develop my navigational skills and map reading in increasingly challenging tasks. Communication - I am descriptive but concise when giving instructions e.g. 'two steps to the left.' - I use a variety of communication methods with increasing success. Reflection - I reflect on when I am successful at solving challenges. - I alter my methods in order to improve. Rules - I abide by rules to enable my classmates to complete the course e.g. not moving controls	Problem Solving - I can explain that being able to solve problems is an important life skill. - I can pool ideas within a group, selecting and applying the best method to solve a problem. Navigational Skills - I can explain why having good navigational skills are important. - I can orientate a map efficiently to navigate around a course with multiple points. Communication - I can explain that good communication skills are key to solving problems and working effectively as a team. - I inclusively communicate with others. - I inclusively share job roles. - I lead when necessary. Reflection - With increasing accuracy, I reflect on when and how I am successful at solving challenges. - With increasing accuracy, I alter my methods in order to improve. Rules - I can explain the rules. - I can think creatively to solve the challenge whilst abiding by the rules.
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Net and Wall: Tennis, Volleyball / Badminton and Net and Wall	Hitting - I can point my hand/object at my target when hitting a ball. - I can practise hitting a ball with hands. - I can practise pushing a ball with a racket. Feeding and Rallying - I look at the target when sending a ball. - I watch the ball to receive it. - I practise sending a ball with a partner. - I practise tracking a ball with a partner. Footwork - I can use big steps to run. - I can use small steps to stop. - I can practise changing direction. - I can practise running. - I can practise stopping. Tactics - I can make simple decisions in response to a task. Rules - I can explain that rules help us to stay safe.	Hitting - I can explain that using the centre of the racket will give me control. - I can practise hitting a dropped ball with a racket. Feeding - I can use an underarm throw to feed to a partner. - I can throw a ball over a net to land into the court area. Rallying - I can throw/hit to my partner with not too much power to help them to return the ball. - I can explore sending a ball with hands and a racket. Footwork - I can use a ready position will help me move in any direction. - I can use the ready position to move towards the ball. Tactics - I can explain tactics can help us to be successful when playing games. Rules - I can explain that rules help us to play fairly.	Hitting: - I watch the ball as it comes towards me to help me to prepare to hit it. - I can develop hitting a dropped ball over a net. Feeding - I can place enough power on a ball to let it bounce once but not too much so that my partner can't return it. - I can accurately underarm throw over a net to a partner. Rallying - I can explain that sending the ball towards my partner will help me to keep a rally going. - I can explore underarm rallying with a partner, catching after one bounce. Footwork - I can use a ready position to help me react quickly. - I can use a ready position to return/catch a ball. - I can consistently use the ready position to move towards a ball. Tactics - I can explain that applying simple tactics makes it difficult for my opponent. Rules - I can explain how to score points and follow simple rules.	Shots - I can point the racket face/my hand where I want the ball to go. - I can turn my body to help me to hit accurately. - I can practise returning a ball using the forehand shot. - I can practise returning the ball using backhand shot. Rallying - I can hit towards my partner to help them to return the ball easier and keep the rally going. - I can practise rallying using a forehand. Footwork: - I can move to the middle of my court to enable me to cover the most space. - I can consistently use and return to the ready position in between shots. Tactics - I can use simple tactics to help achieve an outcome e.g. if we spread out, we can cover more space. Rules - I can explain the rules of the game. - I can begin to apply the rules in the game.	Shots - I can explain when to play a forehand. - I can explain when to use a backhand. - I can demonstrate technique when using shots, playing co-operatively. - I can begin to execute technique competitively. Rallying - I can move my feet to the ball to help me hit in a more balanced position, therefore increasing the accuracy of my shot. - I can develop rallying using forehand with technique. - I can develop rallying using backhand with increased technique. Footwork - I can get my feet in the right position to help me balance before playing a shot. - I can begin to use appropriate footwork patterns to move around the court. Tactics: - I can apply attacking tactics to help me score points and create space. - I can apply defending tactics to help me deny space, return a ball and limit points. Rules - I can explain the rules and use them to manage our own game	Shots - I can explain which skill to choose for the situation e.g. a volley if the ball is close to the net. - I can develop the range of shots used in a variety of games. Serving - I can explain that serving is how to start a game or rally. - I can use the rules applied to the activity for serving. - I can develop the range of serving techniques appropriate to the game. Rallying - I can play the appropriate shot to help keep the rally going. - I can explain that control is more important than power to keep a rally going. - I can use a variety of shots to keep a continuous rally. Footwork - I use small, quick steps to allow me to adjust my stance when playing a shot. - I can demonstrate effective footwork patterns to move around the court. Tactics - I can explain the need for tactics and explain when to use them in different situations. Rules - I can explain the rules in a variety of net and wall games whilst playing and officiating.	Shots - I select the appropriate skill for the situation under pressure e.g. choosing to play the ball short over the net, if I have just moved my opponent to the back of the court. - I can demonstrate increased success and technique in a variety of shots. Serving - I can begin to apply tactics when serving e.g. aiming to serve short on the first point and then long on the second point. - I can serve accurately and consistently. Rallying - I can play different shots depending on if a rally is co-operative or competitive. - I can successfully apply a variety of shots to keep a continuous rally. Footwork - I can use the appropriate footwork to help me react to a ball quickly and give me time to prepare to play a shot. - I can demonstrate a variety of footwork patterns relevant to the game I am playing. Tactics - I can explain when to apply some tactics for attacking and/or defending. Rules
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						I can apply the rules in a variety of net and wall games whilst playing and officiating.	I can explain, apply and use rules consistently in a variety of net and wall games whilst playing and officiating.
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Striking and Fielding: Striking and Fielding, Cricket and Rounders	Striking - I can point my hand at my target when striking a ball. - I can explore sending a ball to a partner. Fielding - I can scoop a ball with two hands. - I can explore tracking and stopping a rolling ball. Throwing and catching - I can point my hand at my target when throwing. - I have hands out ready to catch. - I can explore rolling using a variety of equipment. - I can explore throwing using a variety of equipment. - I can explore catching using a variety of equipment. Tactics - I can make simple decisions in response to a task. Rules - I can explain that rules help us to stay safe.	Striking - I can explain that the harder I strike, the further the ball will travel. - I can explore striking a ball with my hand and equipment. Fielding - I can throw the ball back to be quicker, rather than running with it. - I can develop tracking a ball. - I can develop retrieving a ball. Throwing - I can explain or demonstrate which type of throw to use over longer distances. - I can explore technique when throwing over and underarm. Catching - I watch the ball as it comes towards me. - I can develop co-ordination and technique when catching. Tactics - I can explain that tactics can help us when playing games. Rules - I can explain that rules help us to play fairly.	Striking - I can explain the role of a batter. - I can strike quickly to increase the power. - I can practise striking a ball with my hand and equipment with some consistency. Fielding - I can explain some understand different roles within a fielding team. - I can move towards the ball to collect it to limit a batter's points. - I can practise tracking a ball. - I can make a quick decision with the ball. Throwing - I can step with the opposite foot to throwing arm to help me balance. - I can practise co-ordination and technique when throwing overarm. - I can practise coordination and technique when throwing underarm. Catching - I can wide fingers and pull the ball into my chest to help me securely catch. - I can catch with two hands with some co-ordination and technique. Tactics - I can explain some simple tactics for attack (batting) and defence (fielding). - I can apply simple tactics for attack (batting) and defence (fielding). Rules	Striking - I can explain that striking to space away from fielders will help me score. - I can begin to strike a bowled ball after a bounce with different equipment. Fielding - I can look at where a batter is before deciding what to do. - I can communicate with teammates before throwing them a ball. - I can practise bowling to a target and fielding skills to include a two-handed pick up. Throwing - I can explain that overarm throwing is used for long distances. - I can explain that underarm throwing is used for shorter distances. - I can use overarm throwing in game situations. - I can use underarm throwing in game situations. Catching - I can move my feet to the ball. - I can catch with some consistency in game situations. Tactics - I can use simple tactics to help my team achieve an outcome e.g. we will spread out to deny space. Rules - I can explain the rules of the game. - I can begin to apply the rules.	Striking - I can use the centre of the bat to provide the most control and accuracy. - I can practise the batting technique with a range of equipment. Fielding - I can explain that it's easier to field a ball that is coming towards me rather than away so set up accordingly. - I can practise bowling with some consistency, abiding by the rules of the game. Throwing - I can balance before throwing to help improve the accuracy of the throw. - I can use an overarm throw with increased consistency in game situations. - I can use an underarm throw with increased consistency in game situations. Catching - I can track the ball as it is thrown to help to improve the consistency of catching. - I can begin to catch with two hands with some consistency in game situations. - I can begin to catch with one with some consistency in game situations. Tactics - I can explain that applying attacking tactics will help to score points and avoid getting out.	Striking - I can demonstrate good stance to allow me to be balanced as I hit. - I can practise defensive hitting techniques. - I can practise driving hitting techniques. - I can practise directional batting. Fielding - I can back up a fielder as a ball is being thrown to help increase the chances of fielding successfully. - I can practise overarm bowling technique. - I can practise underarm bowling technique. - I can practise long and short barrier. - I can practise two-handed pick up. Throwing - I can demonstrate knowledge of where to throw the ball in relation to where a batter is. - I can demonstrate good technique when using a variety of throws under pressure. Catching - I can explain when to use a close catch technique. - I can explain when to use a deep catch technique. - I can practise a range of catching skills (close/deep and wicket keeping). - I can apply a range of catching skills with some consistency in game situations. Tactics	Striking - I can explain that the momentum and power for striking a ball comes from legs as well as arms. - I can strike a bowled ball with increasing accuracy and consistency. Fielding - I can explain which fielding action to apply for the situation. - I can use a wider range of fielding skills with increasing control under pressure. Throwing and catching - I can consistently make good decisions on who to throw to and when to throw in order to get batters out. - I can demonstrate that accuracy, speed and consistency of throwing and catching will help to limit a batter's score. - I can consistently demonstrate good technique in throwing skills under pressure. - I can consistently demonstrate good technique in catching skills under pressure. Tactics - I can explain and apply some tactics in the game as a batter, bowler and fielder. Rules - I can explain, apply and use rules consistently in a variety of striking and fielding games whilst playing and officiating.
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			- I can score points. - I can follow simple rules.		- I can explain that applying defending tactics will help to deny space, get opponents out and limit points. Rules - I can explain the rules and use them to manage our own game.	- I can explain why tactics are used and explain when to use them in different situations. Rules - I can explain the rules and apply them in a variety of striking and fielding games whilst playing and officiating.	
Target Games: Target Games, Golf and Dodgeball	Throwing - I can point my hand at my target when throwing. - I can practise throwing using a variety of equipment. Catching - I have hands out ready to catch. - I can practise catching using a variety of equipment. Tactics - I can make simple decisions in response to a task. Rules - I can explain that rules help us to stay safe.	Throwing - I can explain which type of throw to use for distance and accuracy. - I can use my body position to affect the accuracy of my throw. - I can practise technique when throwing overarm towards a target. - I can practise technique when throwing underarm towards a target. Tactics - I can explain that tactics can help us when playing games. Rules - I can explain that rules help us to play fairly.	Throwing - I can step with opposite foot to throwing arm to help me to balance. - I can move my arm quicker to give me more power. - I can practise co-ordination and technique when throwing overarm towards a target. - I can practise co-ordination and technique when throwing underarm towards a target. Striking - I finish my strike with my object/hand pointing at my target. - I can practise striking a ball with equipment with some consistency. Tactics - I can explain simple tactics. - I can apply simple tactics. Rules - I can explain how to score points. - I can follow simple rules.	Throwing - I can throw slightly ahead of a moving target. - I can practise throwing at a moving target. Catching (dodgeball) - I can begin in a ready position to help me react to the ball. - I can begin to catch whilst on the move. Striking - I can use a bigger swing to give me more power. - I can begin to strike a ball with accuracy and balance. Tactics - I can explain that using simple tactics will help my team to achieve an outcome e.g. spread out so that we are harder to aim for. Rules - I can explain the rules of the game. - I can begin to apply the rules.	Throwing - I can explain that one-handed throws are used for speed and accuracy. - I can keep my elbow high and step with my opposite foot will help to increase the power. - I can throw with increasing accuracy at a target. Catching (dodgeball) - I can move my feet to a ball and pull it in to my chest to help me catch more consistently. - I can catch with increasing consistency. Striking - I can use a smooth action to help increase accuracy. - I can strike a ball with increasing consistency. Tactics - I can apply attacking tactics to help me to score points and get opponents out. - I can apply defending tactics to help me stay in the game. Rules - I can explain the rules of the game. - I can use the rules to be able to manage our own game.	Throwing - I can aim low to make it difficult for an opponent to catch. - I can demonstrate clear technique and accuracy when throwing at a target. Catching (dodgeball) - I stay towards the back of the court area to give me more time to catch. - I can demonstrate good technique and consistency in catching skills. Striking - I can align my body and equipment before striking to help me be balanced. - I can practise a wider range of striking techniques. - I can begin to use a wider range of striking techniques under pressure. Tactics - I can explain why we use tactics. - I can explain when to use tactics in different situations. Rules - I can explain and apply rules in a variety of target games whilst playing and officiating.	Throwing - I choose who to throw to and when to throw in order to get opponents out. - I can throw with increasing control under pressure. Catching (dodgeball) - I can now make quick decisions whether to catch or dodge the ball. - I can catch with increasing control under pressure. Striking - I can select the right skill for the situation. - I can use a variety of striking techniques with control and under pressure. Tactics - I can create and apply a tactic for a specific situation or outcome. Rules - I can explain, apply and use rules consistently in a variety of target games whilst playing and officiating.