

Physical Education Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills	- I can copy actions. - I can repeat actions and skills. - I can move with control and care.	- I can copy and remember actions. - I can repeat and explore actions with control and coordination.	- I can select and use the most appropriate skills, actions or ideas. - I can move and use actions with co-ordination and control.	- I can select and use the most appropriate skills, actions or ideas. - I can move and use actions with co-ordination and control. - I can make up my own small-sided game.	- I can link skills, techniques and ideas and apply them accurately and appropriately. - I can show good control in my movements.	- I can apply my skills, techniques and ideas consistently. - I can show precision, control and fluency.
Health and Fitness	I can describe how their body feels before, during and after an activity.	- I can show how to exercise safely. - I can describe how their body feels during different activities. - I can explain what my body needs to keep healthy.	- I can explain why it is important to warm-up and cool-down. - I can identify some muscle groups used in gymnastic activities.	- I can explain why warming up is important. - I can explain why keeping fit is good for their health.	- I can explain some important safety principles when preparing for exercise. - I can explain what effect exercise has on my body. - I can explain why exercise is important.	- I can explain how the body reacts to different kinds of exercise. - I can choose appropriate warm ups and cool downs. - I can explain why we need regular and safe exercise.
Dance	- I can move to music. - I can copy dance moves. - I can perform some dance moves. - I can make up a short dance. - I can move around the space safely.	- I can dance imaginatively. - I can change rhythm, speed, level and direction. - I can dance with control and co-ordination. - I can make a sequence by linking sections together. - I can link some movements to show a mood or feeling.	- I can improvise freely, translating ideas from a stimulus into movement. - I can share and create phrases with a partner and in small groups. - I can repeat, remember and perform these phrases in a dance.	- I can take the lead when working with a partner or group. - I can use dance to communicate an idea. - I can work on my movements and refine them. - My dance is clear and fluent.	- I can compose their own dances in a creative and imaginative way. - I can perform to an accompaniment, expressively and sensitively. - I can control my movements. - My dance shows clarity, fluency, accuracy and consistency.	- I can develop imaginative dances in a specific style. - I can choose my own music, style and dance.

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Games	- I can throw underarm. - I can roll a piece of equipment. - I can hit a ball with a bat. I can they move and stop safely. - I can catch with both hands. - I can throw in different ways. - I can kick in different ways.	- I can use hitting, kicking and/or rolling in a game. - I can stay in a 'zone' during a game. - I can decide where the best place to be is during a game. - I can use one tactic in a game. - I can follow rules.	- I can throw and catch with control when under limited pressure. - I am aware of space and use it to support team-mates and cause problems for the opposition. - I know and use rules fairly to keep games going. - I can keep possession with some success when using equipment that is not used for throwing and catching skills.	- I can catch with one hand. - I can throw and catch accurately. - I can hit a ball accurately and with control. - I can keep possession of the ball. - I can move to find a space when they are not in possession during a game. - I can vary tactics and adapt skills according to what is happening.	- I can gain possession by working as a team. - I can pass in different ways. - I can use forehand and backhand with a racquet. - I can field. - I can choose the best tactics for attacking and defending. - I can use a number of techniques to pass, dribble and shoot.	- I can explain complicated rules. - I can make a team plan and communicate it to others. - I can lead others in a game situation.
Gymnastics	- I can they make my body tense, relaxed, curled and stretched. - I can control my body when travelling. - I can control my body when balancing. - I can copy sequences and repeat them. - I can roll in different ways. - I can travel in different ways. - I can balance in different ways. - I can climb safely.	- I can plan and show a sequence of movements. - I can use contrast in their sequences. - I can control my movements. - I can think of more than one way to create a sequence which follows a set of 'rules'. - I can work on my own and with a partner to create a sequence.	- I can use a greater number of my own ideas for movement in response to a task. - I can adapt sequences to suit different types of apparatus and my partner's ability. - I can explain how strength and suppleness affect performances. - I can compare and contrast gymnastic sequences, commenting on similarities and differences.	- I can work in a controlled way. - I can include change of speed. - I can include change of direction. - I can include range of shapes. - I can follow a set of 'rules' to produce a sequence. - I can work with a partner to create, repeat and improve a sequence with at least three phases.	- I can make complex or extended sequences. - I can combine action, balance and shape. - I can perform consistently to different audiences. - My movements are accurate, clear and consistent.	- I can combine my own work with that of others. - I can link my sequences to specific timings.

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	• I can stretch in different ways. • I can curl in different ways.					
Athletics			• I can run at fast, medium and slow speeds, changing speed and direction. • I can link running and jumping activities with some fluency, control and consistency. • I can make up and repeat a short sequence of linked jumps. • I can take part in a relay activity, remembering when to run and what to do. • I can throw a variety of objects, changing their action for accuracy and distance.	• I can run over a long distance. • I can spring over a short distance. • I can throw in different ways. • I can hit a target. • I can jump in different ways.	• I can control when I am taking off and landing in a jump. • I can throw with accuracy. • I can combine running and jumping. • I can follow specific rules.	• I can they demonstrate stamina. • I can use my skills in different situations.
Outdoor / Adventurous			• I can follow a map in a familiar context. • I can move from one location to another following a map. • I can use clues to follow a route. • I can follow a route safely.	• I can follow a map in a more demanding familiar context. • I can move from one location to another following a map. • I can use clues to follow a route.	• I can follow a map in an unknown location. • I can use clues and compass directions to navigate a route. • I can change my route if there is a problem. • I can change my plan if they get new information.	• I can plan a route and series of clues for someone else. • I can plan with others taking account of safety and danger.

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				I can follow a route accurately, safely and within a time limit.		
Evaluation and Improving	- I can talk about what they have done. - I can describe what other people did.	- I can talk about what is different between what they did and what someone else did. - I can say how they could improve.	- I can explain how their work is similar and different from that of others. - I can, with help, recognise how performances could be improved.	- I can explain how their work is similar and different from that of others. - I can use their comparison to improve their work.	- I can compare and comment on skills, techniques and ideas that they and others have used. - I can use observations to improve my work.	- I can analyse and explain why I have used specific skills or techniques. - I can modify my use of skills or techniques to improve my work. I can create my own success criteria for evaluating.