

Progression of skills in Games

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| FS1 | I can catch a large ball with both hands. |
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| FS2 | I can throw a ball in the direction of a target |
| | I can catch a big ball and sometimes a small one |
| | I can kick a large ball |
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| Year 1 | I can begin to handle a ball with some confidence |
| | I can pass and receive an item with some control |
| | I can send a ball in the direction of another person |
| | I can prepare my body to receive a ball |
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| Year 2 | I can handle the ball with increasing confidence |
| | I can stop a ball with control |
| | I can pass a ball to another person/target |
| | I can receive a ball with some control |
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| Year 3 | I can pass and receive a range of items with varying sizes (balls, beanbags, coits) |
| | I can move with a ball with increasing control |
| | I am beginning to use ball skills in a range of simple games |
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| Year 4 | I can move with a ball with control |
| | I can pass and receive when moving with a ball |
| | I am beginning to understand why I need to learn the skills prior to playing a game |
| | I can use and apply ball skills in a range of games |
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| Year 5 | I understand why I need to learn the skills prior to playing a game |
| | I can combine passing and receiving skills within games |
| | I can pass and receive when moving with a ball in opposed situations |
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| Year 6 | I understand and explain why I need to learn the skills prior to playing a game |
| | I can combine accurate passing and receiving skills within games |
| | I am beginning to use my skills to influence a game |

Progression of skills in Athletics

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| FS1 | I can run around an open space without bumping into someone |
| | I can run in and out of obstacles |
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| FS2 | I can negotiate and share space in an open area |
| | I can adjust my speed. |
| | I can change direction. |
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| Year 1 | I can run and recognise when I am running at different speeds. |
| | I can jump from a standing position from one spot to another, beginning to think about the position of my feet. |
| | I can attempt to jump over small obstacles beginning to think about the position of my feet. |
| | I can throw an object towards a target using one hand. |
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| Year 2 | I can run at different speeds depending on distance sometimes with support. |
| | I can jump from a standing position from one spot to another with my feet together. |
| | I can jump over small obstacles, and understand the importance of the position of my feet. |
| | I can throw a variety of objects towards a target using one hand. |
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| Year 3 | I understand why I run at different speeds depending on distance. |
| | I can jump from a standing position and begin to understand the differences between one/ two footed take-off and landings. |
| | I can jump over a range of obstacles, and understand the importance of the position of my feet. |
| | I can use one hand to throw a variety of objects towards a target with different throwing actions. |
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| Year 4 | I understand why I run at different speeds depending on distance and I can apply this with some consistency. |
| | I can run and jump and understand the differences between one/ two footed take-off and landings. |
| | I can jump over obstacles and begin to think about increasing my height. |
| | I can think about my technique when throwing objects towards targets (javelin, discus) |
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| Year 5 | I understand why I run at different speeds depending on distance and I can apply this consistently in a range of athletic activities. |
| | I can run and jump and begin to think about distance. |
| | I can jump specifically thinking about jumping for height. |
| | I can demonstrate differences in my technique when throwing objects towards targets (javelin, discus) |
| Year 6 | I understand why I run at different speeds depending on distance and I can apply this in competitive athletic events. |
| | I can run and jump and can think about ways to increase the distance that I jump. |

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| | I can jump specifically thinking about jumping for height and use this competitive athletic events. |
| | I can chose an appropriate technique to use during competitive athletic events (javelin, discus) and explain my choices. |

Progression of skills in Dance

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| FS1 | I enjoy joining in with dancing and ring games. |
| | I can begin to move rhythmically. |
| | I can imitate movement in response to music. |
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| FS2 | I can move in a variety of ways. |
| | I can change the way I move according to the music. |
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| Year 1 | I can copy simple dance moves with some control. |
| | I am beginning to understand moving at different levels: low, medium, high, elevated. |
| | I am beginning to move with different speeds. |
| | I can move depending on how the music makes me feel. |
| | I can choose actions and link them together to create a simple dance with support. |
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| Year 2 | I can copy simple dance moves with increasing control. |
| | I can move at different levels, direction and speed when reminded. |
| | I can move depending on how the music makes me feel and say why I felt that way. |
| | I can choose actions and link them together to create a dance with increasing independence. |
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| Year 3 | I can copy a range of dance moves with some accuracy. |
| | I can explore my own dance moves on my own or with a partner and create a simple dance routine. |
| | I can move at different levels, direction and speed independently. |
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| Year 4 | I can copy a range of dance moves with accuracy. |
| | I can create a dance motif of my own and perform to my peers. |
| | I can move at different levels, direction and speed independently with control. |
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| Year 5 | I can improve my own dance routines by listening to feedback from peers and my teacher. |
| | I can assess and discuss my own and others' dance routines using dance language. |
| | I can create my own dance independently (or with a partner or in a group) which includes a range of levels, use of space, directions and speeds. |
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| Year 6 | I can compare, develop and adapt longer dance routines. |
| | I can perform and create a range of dance routines to a variety of music and different dance styles. |
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Progression of skills in **Gymnastics**

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| FS1 | I can move in a range of ways (eg. Slithering, shuffling, sliding, walking etc) |
| | I can stand on one foot momentarily. |
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| FS2 | I can jump off an object and land appropriately. |
| | I can travel with confidence and skill around, under, over and through climbing equipment. |
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| Year 1 | I can copy and explore basic movements with some control. |
| | I can balance with some control. |
| | I can perform different body shapes with support. |
| | I can perform a 2 footed jump. |
| | I can link 2-3 simple movements. |
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| Year 2 | I can perform basic rolls and body shapes with increasing control. |
| | I can copy and explore basic movements with increasing control. |
| | I can use equipment in a range of ways when I move. |
| | I can link movements together to create a sequence. |
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| Year 3 | I can perform a range of rolls with increasing control. |
| | I can vary how I travel in my performance. |
| | I can use turns when travelling. |
| | I can copy, explore and remember movements in my own sequences. |
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| Year 4 | I can perform a range of rolls with control. |
| | I can perform a balance with control. |
| | I can perform a routine which includes a variety of body shapes and equipment. |
| | I can land with increasing control. |
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| Year 5 | I can perform a routine with a range of body shapes and balances, with increasing control. |
| | I can perform cartwheels and handstands with increasing control. |
| | I can adapt and improve my own performance by taking on board feedback from peers and teachers. |
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| Year 6 | I can perform a routine with a range of body shapes and balances, with control and precision. |
| | I can perform cartwheels and handstands with control. |
| | I can adapt and improve my own performance to include a partner or small group. |

Progression of skills in **Outdoor and Adventurous**

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| FS1 | I am beginning to understand what a map is. |
| | I can point at features on a map and begin to name them eg. forest, hills, sea. |
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| FS2 | I can point out a map (given a range of documents eg story page, map, diagram) |
| | I can talk about what a map shows with more detail (eg I can see a forest and the pirate treasure is there.) |
| | I can draw maps of my own and talk about my map. |
| | I can use a map of a familiar area with an adult. |
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| Year 1 | I can use my orienteering skills to find areas around school from a photograph. |
| | I can work with a partner to complete a simple activity. |
| | I can explore ways to solve a problem. |
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| Year 2 | I can use my orienteering skills to find objects around school from a photograph. |
| | I can work with a partner and in a small group to complete a simple activity. |
| | I can explore a variety of ways to solve a problem. |
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| Year 3 | I can use my orienteering skills to find objects around school from part of a photograph. |
| | I can work with a partner and as part of a group to complete a range of activities. |
| | I can listen to what others say to help solve a problem. |
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| Year 4 | I can use a simple map to find points of interest in school. |
| | I can make a positive impact when working as part of a group to complete a range of activities. |
| | I can listen to and act upon what others say to solve a problem. |
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| Year 5 | I can use a map to find points of interest in and around school grounds. |
| | I can begin to lead a group activity and make a positive impact. |
| | I can begin to make decisions based upon my group's opinions to solve a problem. |
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| Year 6 | I can use a map to find points of interest in an unfamiliar environment. |
| | I can produce my own orienteering map for others to follow. |
| | I can lead a group activity with confidence. |
| | I can make decisions based upon my group's opinions to solve a problem. |

Progression of skills in **Agility, balance and Co-ordination**

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|--------|---|
| FS1 | I can run around an open space without bumping into someone |
| | I can run in and out of obstacles |
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| FS2 | I can negotiate and share space in an open area |
| | I can adjust my speed. |
| | I can change direction |
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| Year 1 | I can begin to move in different directions |
| | I can begin to explore ways to balance while stationary. |
| | I can begin to explore various co-ordination activities e.g. collection activities. |
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| Year 2 | I can move with confidence in different directions. |
| | I can explore various ways to balance while stationary. |
| | I can explore various co-ordination activities e.g. collection activities. |
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| Year 3 | I can begin to adjust my speed and body position to suit moving in different directions. |
| | I can demonstrate ways to balance when stationary and begin to apply this when using equipment e.g. bench. |
| | I can begin to co-ordinate myself in a variety of situations (running, catching) |
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| Year 4 | I can adjust my speed and body position accordingly when moving in different directions. |
| | I can explore ways to balance when moving across and using equipment. |
| | I can co-ordinate myself in a variety of situations (running, catching) |
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| Year 5 | I can move at speed in a range of different directions thinking about control. |
| | I can demonstrate a variety of ways to balance when moving across and using equipment. |
| | I can co-ordinate my body through a range of different obstacles. (over, under, collection, ball manipulation) |
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| Year 6 | I can move at speed, fluently and under control in a range of directions. |
| | I can balance in a range of situations with confidence and begin to perform a series of balances e.g. moving from bench to box to floor with continuous movement. |
| | I understand different aspects of co-ordination and I can create a range of different obstacles using my knowledge. (over, under, collection, ball manipulation) |

Progression of skills in **Swimming**

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| Year 3 | With a water aid I can stay afloat. |
| | I can move across the pool with a water aid. |
| | I can swim 5 metres without stopping. |
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| Year 4 | I am beginning to be aware of different swimming strokes. |
| | I can explore different ways of moving under water. |
| | I can explore various water skills with increasing confidence (floating, handstands) |
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| Year 5 | I am beginning to swim further distances (up to 20metres). |
| | I can use a range of strokes with increasing confidence. |
| | I can move underwater with increasing confidence. |
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| Year 6 | I can swim with confidence over 25 metres. |
| | I can use a range of strokes effectively. |
| | I can perform safe self-rescue in water-based situations. |
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