

Progression of skills in Games

Pre-school	I can run with improving balance
	I can walk forwards, backwards and sideways.
	I can kick a stationery ball.
	I can throw a ball with limited accuracy.
	I can catch a ball by trapping it with my body.
FS1	I can catch a large ball with both hands.
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
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
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
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
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
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
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

Pre-school	I can run in a large open space with limited bumps and falls.
	I can run around a large obstacle.
FS1	I can run around an open space without bumping into someone .
	I can run in and out of obstacles.
FS2	I can negotiate and share space in an open area.
	I can adjust my speed.
	I can change direction.
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.
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.
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.
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)
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.
	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

Pre-school	I join in with familiar nursery rhymes and action songs.
	I can follow a simple pattern in an action song eg heads, shoulders, knees and toes.
FS1	I enjoy joining in with dancing and ring games.
	I can begin to move rhythmically.
	I can imitate movement in response to music.
FS2	I can move in a variety of ways.
	I can change the way I move according to the music.
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.
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.
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.
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.
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.
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.

Gymnastics

Pre-school	I enjoy crawling through small spaces eg tunnel/box.
	I can join in with balance activities such as walking along a balance beam but may require some support eg holding an adult's hand.
FS1	I can move in a range of ways (eg. Slithering, shuffling, sliding, walking etc)
	I can stand on one foot momentarily.
FS2	I can jump off an object and land appropriately.
	I can travel with confidence and skill around, under, over and through climbing equipment.
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.
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.
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.
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.
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.
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.

Outdoor and Adventurous

Pre-school	I can talk about, and enjoy going to, different parts of school with familiar adults eg woodland area, EYFS yard.
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.
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.
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.
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.
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.
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.
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.
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.

Agility, balance and Co-ordination

Pre-school	I can run around the pre-school outdoor space and the hall with confidence.
	I can hold an adult's hand and walk along a balance beam.
	I can run around a large obstacle.
FS1	I can run around an open space without bumping into someone
	I can run in and out of obstacles
FS2	I can negotiate and share space in an open area
	I can adjust my speed.
	I can change direction
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.
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.
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)
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)
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)

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)

Swimming

LKS2	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.
	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)
UKS2	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.
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.