

PE Progression of Skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Games	<p>I can throw underarm</p> <p>I can hit a ball with a bat</p> <p>I can move and stop safely</p> <p>I can throw and catch with both hands</p> <p>I can throw and kick in different ways</p>	<p>I can use hitting, kicking and/or rolling in a game.</p> <p>I can decide the best space to be in during a game.</p> <p>I can use one tactic in a game.</p> <p>I can follow rules.</p>	<p>I can throw and catch with control.</p> <p>I am aware of space and use it to support team-mates and to cause problems for the opposition.</p> <p>I know and use rules fairly.</p>	<p>I can catch with one hand.</p> <p>I can throw and catch accurately.</p> <p>I can hit a ball accurately and with control.</p> <p>I can keep possession of the ball.</p> <p>I can vary tactics and adapt skills depending on what is happening in a game.</p>	<p>I can gain possession by working in a team.</p> <p>I can pass in different ways.</p> <p>I can use forehand and backhand with a racket.</p> <p>I can field.</p> <p>I can choose a tactic for defending and attacking.</p> <p>I can use a number of techniques to pass, dribble and shoot.</p>	<p>I can play to agreed rules.</p> <p>I can explain rules.</p> <p>I can umpire.</p> <p>I can make a team and communicate plan.</p> <p>I can lead others in a game situation.</p>
Gymnastics	<p>I can make my body curled, tense, stretched and relaxed.</p> <p>I can control my body when</p>	<p>I can plan and perform a sequence of movements.</p> <p>I can improve my sequence based on feedback.</p>	<p>I can adopt sequences to suit different apparatus and criteria.</p> <p>I can explain how strength and</p>	<p>I can work in a controlled way.</p> <p>I can include change of speed and direction.</p> <p>I can include a range of shapes.</p>	<p>I can make complex extended sequences.</p> <p>I can combine action, balance and shape.</p>	<p>I can combine my own work with that of others.</p> <p>I can link sequences to specific timings.</p>

	travelling and balancing. I can copy sequences and repeat them. I can roll, curl, travel and balance in different ways.	I can think of more than one way to create a sequence which follows 'some' rules. I can work on my own and with a partner.	suppleness affect performance. I can compare and contrast gymnastic sequences.	I can work with a partner to create, repeat and improve a sequence with at least three phases.	I can perform consistently to different audiences.	
Dance	I can move to music. I can copy dance moves. I can perform my own dance moves. I can make up a short dance. I can move safely in a space.	I can change rhythm, speed, level and direction in my dance. I can dance with control and co-ordination. I can make a sequence by linking sections together. I can use dance to show a mood or feeling.	I can improvise freely and translate ideas from a stimulus into movement. I can share and create phrases with a partner and small group. I can repeat, remember and perform phrases.	I can take the lead when working with a partner or group. I can use dance to communicate ideas.	I can compose my own dances in a creative way. I can perform to an accompaniment. My dance shows clarity, fluency, accuracy and consistency.	I can develop sequences in a specific style. I can choose my own music and style.
Athletics			I can run fast, medium and slow speeds; changing speed and direction.	I can run over a long distance. I can sprint over a short distance.	I am controlled when taking off and landing. I can throw with accuracy.	I can demonstrate stamina.

			I can take part in a relay, remembering when to run and what to do.	I can throw in different ways. I can hit a target. I can jump in different ways.	I can combine running and jumping.	
OAA			I can follow a map in a familiar context. 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 follow a route within a time limit.	I can follow a map in an unknown location. I can use clues and a compass to navigate a route. I can change my route to overcome a problem. I can use new information to change my route.	I can plan a route and a series of clues for someone else. I can plan with others taking account of safety and danger.