



Clee Hill Community Academy - Physical Education Progression Skills (Knowledge, Application and Understanding).



Aspect	EYFS	KS1		Lower KS2		Upper KS2	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	I can sequence two or more movements.	I can create a short sequence of movements	I can create a sequence with a beginning, middle and end.	I can create a sequence of movements independently and with others.	I can create a sequence of appropriate actions for a theme.	I can select ideas to compose specific sequences of movements, shapes and balances to fit a theme.	I can independently create a complex sequence involving travelling, balancing, holding shapes, jumping, leaping and stretching.
	I can carry out a roll with some control.	I can carry out a roll with control.	I can carry out several rolls with control.	I can incorporate a controlled roll into a sequence.	I can perform several rolls fluently and with control.	I can perform several rolls fluently and with control consistently.	I can perform a range of rolls fluently and with control consistently.
	I can jump from one space to another consistently.	I can jump from one space to another consistently and safely	I can jump in a several ways and land safely, with control.	I can identify several ways to jump (1-1, 1-2, 2-1, 2-2) and carry them out safely.	I can consider how I present and finish my jump	I can consistently conclude a jump with control and expression.	I can perform complex jumps whilst demonstrating precision and control and expression.
	I am beginning to be able to balance with some control.	I can balance with some control.	I can hold a still shape whilst balancing on different points of the body.	I can hold a still shape whilst balancing with different points of the body the majority of attempts.	I can demonstrate an improvement in the placement and alignment of body parts in balances.	I can carry out balances, recognising the position of my centre of gravity and how it affects the balance.	I can demonstrate precise and controlled placement of body parts in actions, shapes and balances.
	I can move around, under, over and through different objects and equipment.	I can move around, under, over and through different objects and equipment with confidence	I can climb onto and jump off equipment safely	I am beginning to be able to incorporate equipment into my routines.	I can use a range of pieces of equipment in my routines.	I can confidently and consistently combine equipment with movement to create sequences.	I can plan equipment and movement into a routine based on a theme.
		I can identify and copy contrasting actions (low/tall, narrow/wide).	I can transition between contrasting actions (low/tall, narrow/wide).	I can transition between contrasting actions (low/tall, narrow/wide) with increasing control, coordination and care.	I am beginning to perform routines with clarity, expression and fluency.	I can perform routines with clarity, expression and fluency.	I can perform routines with clarity, expression and fluency consistently.
			I can use turns and changes in direction whilst travelling.	I can use a range of turns, changes in direction and speed whilst travelling.	I can justify the reason for incorporating a range of turns, changes in direction and speed whilst travelling.	I can critique and evaluate my own performance based on a success criteria.	



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Dance	<p>I can copy basic body actions and rhythms.</p> <p>I am beginning to negotiate space confidently.</p> <p>I can use my body to imitate motifs from stories and topics, such as animals, trees etc.</p> <p>I can create a short movement phrase using my own ideas.</p> <p>I can control my body when performing a sequence of movements.</p> <p>I can talk about what I have done during the lesson.</p>	<p>I am beginning to use simple choreographic devices such as unison, canon and mirroring.</p> <p>I can negotiate space confidently and safely.</p> <p>I can create movements and respond imaginatively to a range of stimuli.</p> <p>I am beginning to be able to improvise independently to create a simple dance.</p> <p>I can perform using a range of actions and body parts with some coordination.</p> <p>I can watch and describe performances.</p>	<p>I can use simple choreographic devices such as unison, canon and mirroring.</p> <p>I can remember, repeat and link a range of actions with coordination, control and awareness.</p> <p>I can move in time to music.</p> <p>I can compose and perform short dances that express and communicate moods, ideas and feelings.</p> <p>I can change the speed and level of my actions.</p> <p>I can talk about the differences between my work and that of others.</p>	<p>I can create dance phrases with a partner or small group using canon, unison and mirroring.</p> <p>I am beginning to be able to compare and adapt movements and motifs to create larger sequences.</p> <p>I can use counts to keep in time with a group and the music.</p> <p>I can compose and perform dances that express and communicate a range of moods, ideas and feelings.</p> <p>I can perform learnt actions with control and expression.</p> <p>I can watch, describe and evaluate the effectiveness of a performance.</p>	<p>I can create extended dance phrases within a small group using canon, unison, mirroring and formation.</p> <p>I can compare and adapt movements and motifs to create larger sequences.</p> <p>I can perform dances clearly and fluently in front of an audience.</p> <p>I can vary dynamics and develop actions and motifs in response to stimuli.</p> <p>I can perform learnt actions and techniques with control, expression and accuracy most of the time.</p> <p>I can watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p>	<p>I can modify parts of a dance sequence in response to self and peer evaluation.</p> <p>I can transition between motifs smoothly and with confidence.</p> <p>I can perform dances clearly, fluently and confidently in front of an audience.</p> <p>I can demonstrate imagination and creativity in the movements I have devised in response to stimuli.</p> <p>I can perform a dance that reflects a chosen dance style.</p> <p>I can explain why I have used particular skills or techniques and explain the effect they have had on my performance.</p>	<p>I can adapt and refine actions, dynamics and movements in response to self and peer evaluation to improve a dance.</p> <p>I can combine flexibility, techniques, movements and shapes to transition rhythmically between motifs.</p> <p>I can demonstrate strong, controlled and fluent movements to confidently perform in front of an audience.</p> <p>I can use props appropriately and effectively to create a dance in response to a stimuli.</p> <p>I can perform a dance that reflects a range of dance styles.</p> <p>I can evaluate my own and others' work, suggesting thoughtful and appropriate improvements.</p>



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Athletics	<p>I can run in different ways for a variety of purposes.</p> <p>I can jump in a range of ways, landing safely.</p> <p>I can roll equipment in different ways.</p> <p>I can throw an object underarm at a target.</p> <p>I can control my body when performing a sequence of movements.</p> <p>I can talk about what I have done.</p>	<p>I can jog and sprint in a straight line.</p> <p>I can jump horizontally and vertically from a standing position.</p> <p>I can move an object a further distance by using more power.</p> <p>I can throw an object overarm at a target.</p> <p>I can travel into a jump and land with control.</p> <p>I can watch and describe an athletic performance.</p>	<p>I can run over different distances, at different speeds, using a range of stride lengths.</p> <p>I can select an appropriate jump to cover the greatest distance and height.</p> <p>I can throw different types of equipment in different ways for accuracy and distance.</p> <p>I can throw with accuracy at targets of different heights.</p> <p>I can combine different jumps with some fluency and control.</p> <p>I can watch and describe performances and use what I have seen to improve my performance.</p>	<p>I can identify effective arm and leg technique when running.</p> <p>I can perform a relay, effectively handing over the baton most of the time.</p> <p>I can identify an effective technique for the standing long jump.</p> <p>I can identify effective technique for throwing over distance.</p> <p>I can demonstrate control and greater accuracy when throwing overarm.</p> <p>I can run and jump over hurdles.</p> <p>I can describe how my performance has improved.</p>	<p>I can demonstrate an improved arm and leg technique when running.</p> <p>I can perform a relay, effectively handing over the baton the majority of the time.</p> <p>I can accurately measure distance jumped both vertically and horizontally.</p> <p>I can perform a pull throw (javelin).</p> <p>I can accurately measure the distance of my throw.</p> <p>I can combine a hop, step and jump to perform the standing triple jump.</p> <p>I can modify my technique to achieve a better result.</p>	<p>I can identify my reaction time and explain why it is important when starting a race.</p> <p>I can identify and demonstrate stamina and explain why it is important for a runner.</p> <p>I can identify an effective technique for the standing vertical jump.</p> <p>I can perform a fling throw (discus).</p> <p>I can throw a variety of implements using a range of throwing techniques.</p> <p>I can perform the standing triple jump with increased confidence.</p> <p>I can explain why I have used particular skills or techniques, and the effect they have had on my performance.</p>	<p>I can build up speed quickly for a sprint finish.</p> <p>I can demonstrate endurance and stamina over longer distances in order to maintain a sustained run.</p> <p>I can perform, maintain control and apply different types of jumps in other contexts.</p> <p>I can perform a heave throw (backward throw overhead).</p> <p>I can throw a variety of implements using a range of throwing techniques with increased accuracy.</p> <p>I can maintain control at each of the different stages of the triple jump.</p> <p>I can thoroughly evaluate my own and other peoples work, suggesting thoughtful and appropriate improvements.</p>



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Games – Throwing, Catching, striking	I can hit a ball with a racquet.	I can employ hitting skills in a game.	I can position my body to successfully strike a ball.	I am beginning to be able to strike the ball for distance.	I can strike a ball into a desired space.	I can use different techniques to hit a ball (backhand, forehand).	I can hit a bowled ball over a longer distance.
	I can catch equipment using two hands.	I can catch equipment using two hands consistently.	I can throw and catch a ball with a partner.	I can throw and catch with increasing accuracy and control.	I can confidently throw and catch in game situations.	I can select specific throwing types for different games.	I can throw and catch successfully under pressure.
	I can move a ball in different ways, including bouncing and kicking.	I can roll a ball towards a target.	I can stop and gather a moving ball.	I can stop, gather and return a moving ball.	I can stop, gather and return a moving ball with accuracy.	I can perform a long barrier to stop a ball.	I can stop and gather a moving ball whilst under pressure.
	I can kick an object towards a target.	I can move with a ball in different ways, including bouncing and kicking, towards a target.	I can move with a ball in different ways, including bouncing and kicking, with increased control.	I can dribble a ball around cones by bouncing or kicking it.	I can dribble in a game situation.	I can dribble in a game situation, demonstrating fluency and control.	I can use various ball skills and begin to link them together.
	I can travel in different ways, including sideways and backwards.	I can travel in different directions with a ball.	I can throw and kick a ball whilst moving.	I can throw or kick a ball to another person whilst moving.	I can throw or kick a ball to another person whilst moving in a game situation.	I can throw or kick a ball to another person whilst moving, demonstrating fluency and control.	I can throw or kick a ball to another person whilst moving, under pressure.
	I can talk about what I have done.	I can watch and describe a games performance.	I can identify similarities and differences between my work and that of others.	I can describe the effectiveness of a performance.	I can describe ways to improve my performance.	I can choose and use criteria to evaluate my own and others' performance.	I can explain why I have used particular skills/methods.
Games – Understanding	I can move safely around space and equipment.	I am beginning to use space in a game.	I am beginning to be able to choose and use the best space in a game.	I can use space to support teammates.	I can make the best use of space to pass and receive a ball.	I can use space to help my team achieve their goal.	I can demonstrate an increasing awareness of space.
	I can play a range of chasing games.	I am beginning to use the terms attacking and defending.	I can use the terms attacking and defending to describe what is happening in a game.	I can work as part of a team to achieve a goal.	I can contribute to my teams' attacking and defending attempts.	I can choose tactics for attacking and defending.	I can adapt tactics for attacking and defending.
	I am beginning to be able to dodge to get past a defender.	I can dodge to get past a defender.	I can mark a player or defend a space.	I can use basic attacking and defending skills in a game situation.	I can identify simple game tactics.	I can vary the tactics I use in a game.	I can explain why chosen tactics are useful an appropriate.
	I can follow the simple rules of a game.	I can follow simple rules to play team games.	I can explain the importance of rules in a game.	I can apply and follow rules fairly. I can describe meaning and the importance of possession in a game.	I can adapt rules to alter games. I can occasionally help my team win back possession during a game.	I can devise and adapt rules to create my own game. I can keep and win back possession of the ball effectively in a game.	I can follow and create complicated rules to play a game successfully. I can keep and win back possession of the ball effectively in a variety of games.
	I can participate in simple games.	I can participate in team games.	I compete against myself and others.	I can compete against others in a controlled manner.	I can identify the characteristics of good sportsmanship.	I can demonstrate the characteristics of good sportsmanship.	I can explain the importance of good sportsmanship.



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<p><u>Games:</u> <u>Healthy Active</u> <u>Lifestyle</u></p>	<p>I can describe how the body feels during exercise.</p> <p>I am beginning to be able to describe how I feel after exercise.</p>	<p>I can explain how my body feels during exercise.</p> <p>I can describe how my body feels after exercise.</p> <p>I can carry and place equipment safely.</p>	<p>I can describe how the body feels during and after different physical activities.</p> <p>I can recognise why you need to keep healthy and carry out exercise.</p> <p>I can recognise why you need to carry equipment safely.</p>	<p>I can explain and describe the effects of exercise on my body.</p> <p>I can explain why it is important to keep healthy and carry out exercise.</p> <p>I can explain why it is important to warm up and cool down.</p>	<p>I can identify different bones in the body.</p> <p>I can identify the features of a healthy balanced diet.</p> <p>I can carry out an effective warm up and cool down.</p>	<p>I can identify different muscles in the body.</p> <p>I can explain why a healthy balanced diet is important.</p> <p>I can plan and lead an effective warm up and cool down.</p>	<p>I can describe the movement of muscles in various activities.</p> <p>I can design a well-balanced meal.</p> <p>I can plan and lead a warm up suitable for a specific activity.</p>



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OAA - Orienteering				<p>I can orientate myself around a short orienteering trail.</p> <p>I can effectively communicate to begin to work as a team.</p> <p>I can identify symbols used on a key.</p> <p>I am beginning to complete activities in a set period of time.</p> <p>I am beginning to evaluate my performance and can identify simple ways to improve my performance.</p> <p>I am beginning to select equipment that is appropriate for an activity.</p>	<p>I can orientate myself around a short orienteering trail with accuracy.</p> <p>I can communicate clearly and effectively with other people in a team.</p> <p>I can associate the meaning of a key in the context of the environment.</p> <p>I can complete activities in a set period of time.</p> <p>I can evaluate my performance and can identify ways to improve my performance.</p> <p>I can make an informed decision to select equipment that is appropriate for an activity.</p> <p>I can plan a simple course for somebody else to follow.</p>	<p>I can orientate myself around an orienteering trail with increasing confidence and accuracy.</p> <p>I can communicate clearly and effectively to complete a particular role in a team.</p> <p>I can identify a key on a map and begin to use the information in activities.</p> <p>I can complete an orienteering course on multiple occasions in a quicker time.</p> <p>I can explain why I have used particular skills or techniques and can explain the effect they have had on my performance.</p> <p>I can choose the best equipment for an outdoor activity.</p> <p>I can design an orienteering course that can be followed and offers some challenge to others.</p>	<p>I can orientate myself with confidence and accuracy around an orienteering course when under pressure.</p> <p>I can communicate clearly and effectively to complete a range of roles in a team.</p> <p>I can use range of map styles to help me complete an orienteering course.</p> <p>I can identify the quickest route to accurately navigate an orienteering course.</p> <p>I can offer a detailed and effective evaluation of my personal performance as well as the performance of my team.</p> <p>I can competently use a compass to navigate.</p> <p>I can work as part of a team to prepare and manage an orienteering course for others to compete in.</p>



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<p>Swimming – Please note pupil's swimming experience and abilities vary widely and groups taught are grouped according to confidence and ability and what is taught will not necessarily relate to their year group. However, the skills grid is the minimum we would like achieved within that year group.</p>	<p>I can demonstrate a limited understanding of basic pool safety skills/techniques.</p> <p>I can enter and exit the water with limited control.</p> <p>I can keep my head above water using aides for a limited amount of time and am beginning to travel with close adult support.</p> <p>I am beginning to be able to demonstrate a kicking action whilst travelling in the water.</p> <p>I can splash water on my face and blow bubbles.</p>	<p>I am beginning to be able identify some elements of basic pool safety skills/techniques.</p> <p>I can identify the correct method to enter and exit the water safely.</p> <p>I can keep my head above water and begin to travel vertically in the water using aides.</p> <p>I am beginning to be able to demonstrate a kicking action whilst on my front.</p> <p>I can put my face in the water.</p>	<p>I am beginning to be able to identify basic pool safety skills/techniques.</p> <p>I can independently enter and exit the water safely.</p> <p>I can travel a width vertically and horizontally independently using aides.</p> <p>I am beginning to be able to demonstrate a kicking action whilst on my back.</p> <p>I can go under water supervised closely by an adult.</p>	<p>I can identify basic pool safety skills/techniques.</p> <p>I can jump into the water safely.</p> <p>I can travel a width horizontally without aides.</p> <p>I can demonstrate a kicking action whilst on my front/back with the support of a float.</p> <p>I am beginning to demonstrate breath control when travelling.</p>	<p>I can tread water for a short amount of time.</p> <p>I can jump into the water safely in several different ways.</p> <p>I can travel one width using a recognisable stroke.</p> <p>I can demonstrate a kicking action whilst on my front/back to perform a recognised stroke.</p> <p>I can demonstrate breath control when travelling.</p>	<p>I can tread water for an extended amount of time.</p> <p>I can jump into the water safely in several different ways and exit in a timely manner.</p> <p>I can travel at least one length using any stroke without stopping.</p> <p>I can link together skills/techniques to demonstrate several recognised strokes.</p> <p>I can demonstrate breath control when carrying out several strokes.</p>	<p>I can tread water consistently and confidently for an extended amount of time.</p> <p>I can confidently jump into the water safely in several different ways and calmly exit in a timely manner.</p> <p>I can travel one length using a range of strokes (front crawl, back crawl, breaststroke).</p> <p>I can link together skills/techniques to confidently demonstrate a range of recognised strokes.</p> <p>I can breathe at the optimal time to enhance performance.</p>