

**Tenacres First School**  
**Progression of Skills - Physical Education**

National Curriculum objectives	Year 1	Year 2	Year 3	Year 4
<b>Games</b>	<p>I can demonstrate basic defending and attacking in small games e.g. piggy in the middle.</p> <p>I can participate in simple games and play within a team and begin to show an awareness of position and space.</p> <p>I am beginning to develop hand-eye coordination.</p> <p>I can show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking.</p> <p>I can receive a ball with basic control and pass / throw and stop / catch a ball with a partner (large ball).</p> <p>I am beginning to perform a range of throws. I can throw a ball/bean bag towards a target with accuracy.</p> <p>I can travel in a variety of ways including running and jumping.</p>	<p>I can demonstrate defending and attacking in whole class games e.g. defending and attacking a skittle from a ball.</p> <p>I am beginning to apply and combine a variety of skills (to a game situation).</p> <p>I can play within a team, adopting a position and showing an awareness of space.</p> <p>I am confident to send the ball to others in a range of ways.</p> <p>I can perform a range of rolling, throwing (underarm and overarm), striking, kicking, catching and gathering skills, with control.</p> <p>I can pass / throw accurately and stop / catch a ball with a partner over varying distances (small ball).</p> <p>I can throw a ball/bean bag towards a range of targets at varying distances with accuracy.</p> <p>I can run with high knees, arms by side (hip to lip) and a straight torso.</p>	<p>I can vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>I can develop spatial awareness and an understanding of attacking and defending tactically.</p> <p>I understand tactics and composition by starting to vary how they respond.</p> <p>I recognise the different roles within a game, understanding position and space.</p> <p>I can use a range of skills to keep possession and control of the ball.</p> <p>I can travel with a ball using a hand and /or foot, showing control (throwing and catching with correct technique where necessary).</p> <p>I can throw and catch a variety of balls using different techniques.</p> <p>I can run with correct technique for sprinting and distance running.</p>	<p>I can strike/pass the ball tactically to attack and/or defend.</p> <p>I can adopt a range of roles within a team, making effective use of position and space.</p> <p>I know and use a range of skills that allow me to keep hold of the ball, before passing to a member of my team.</p> <p>I can use skills with co-ordination, control and fluency.</p> <p>I can travel with a ball using either hand and / or either foot, showing control (throwing and catching with correct technique where necessary).</p> <p>I can select the correct throwing and catching technique dependent on game situation, distance and ball.</p> <p>I can run with correct technique and adapt it for pacing and sprinting.</p>

# Gymnastics

I can begin to choose and link 2-3 basic movements (travelling, rolling - *teddy bear roll/log roll* and jumping), recognising and using space accurately.

I can travel on different body parts and with different steps.

I can develop balancing skills through floor work and low apparatus using different body parts.

I can copy and explore basic movements with some control and coordination.

I can perform different body shapes.

I can perform 2 footed jumps.

I can select simple movements to construct basic sequences with a leap, hop or jump and a balance.

I can travel on different body parts and at different speeds and height with varying steps.

I can develop balancing skills through floor work, low and high apparatus.

I can use equipment in a variety of ways to create a sequence.

I can explore and create different pathways and patterns.

I can apply compositional ideas independently and with others to create a sequence.

I am beginning to develop good technique when travelling, balancing, using equipment etc.

I can travel on and off equipment using jumps that are landed with safety and control.

I can demonstrate a range of balances.

I am beginning to show flexibility in movements.

I can demonstrate different speeds, levels or directions within a sequence.

I can copy, explore and remember a variety of movements and use these to create my own sequence.

I can describe my own work using simple gym vocabulary.

I am beginning to notice similarities and differences between sequences.

I can create a sequence using floor, mats and apparatus with varying speeds, levels and directions.

I can link skills with control, technique, co-ordination and fluency.

I can travel on and off equipment using a range of different jumps.

I can transition smoothly between balances to improve a sequence.

I can create sequences using various body shapes and equipment.

I can combine equipment with movement to create sequences.

I understand composition by performing more complex sequences.

I am beginning to use gym vocabulary to describe how to improve and refine performances.

I can develop strength, technique and flexibility throughout performances.

<p style="text-align: center;"><b>Dance</b></p>	<p>I can copy and explore basic body patterns &amp; movements demonstrated by the teacher.</p> <p>I can work with a partner to follow simple dance movement and create a sequence of steps.</p> <p>I can follow and keep in time to a simple dance sequence.</p> <p>I can remember simple movements and dance steps.</p> <p>I can respond to range of stimuli.</p> <p>I can link movements to sounds and music.</p>	<p>I can perform body patterns &amp; movements with control and co-ordination independent of the teacher.</p> <p>I can work with a partner to create and sequence steps.</p> <p>I can follow and keep in time to a more complicated dance sequence.</p> <p>I can vary levels and speed in sequence.</p> <p>I can respond imaginatively to stimuli.</p> <p>I can describe a short dance using appropriate vocabulary.</p>	<p>I can improvise independently, with a partner and in a small group.</p> <p>I can mirror a partner's dance moves.</p> <p>I can count steps independently and move in time to a variety of dance pieces.</p> <p>I am beginning to compare and adapt movements and motifs to create a larger sequence.</p> <p>I can translate ideas from stimuli into movement with support.</p> <p>I can use simple dance vocabulary to compare and improve work.</p>	<p>I can perform longer dances with a partner or small group, using actions that are linked with fluency and accuracy.</p> <p>I can perform a dance with a partner/small group using canon, unison and mirroring.</p> <p>I can listen for a beat and move in time to a variety of dance pieces.</p> <p>I am beginning to vary dynamics and develop actions and motifs.</p> <p>I can demonstrate precision and some control in response to stimuli.</p> <p>I can modify parts of a sequence as a result of self-evaluation.</p> <p>I can use simple dance vocabulary to compare and improve work.</p>
<p style="text-align: center;"><b>Outdoor Adventurous Activities</b></p>		<p>I can use maps and diagrams to orientate themselves around a course.</p> <p>I can develop resilience to problem solving.</p> <p>I can develop listening skills.</p> <p>I can take turns and listen to other's ideas and solutions.</p> <p>I can discuss and work with others in a group.</p> <p>I can demonstrate an understanding of how to stay safe.</p>	<p>I can orientate a map correctly to retrieve information at different locations.</p> <p>I am beginning to think activities through and problem solve.</p> <p>I can use trial and error of a range of possible solutions, adapting where necessary.</p> <p>I can develop strong listening skills.</p> <p>I value each other's opinions and recognise which solution is the best.</p> <p>I can discuss with others in a group.</p>	

<p><b>Swimming</b></p>			<p>By the end of Ks2 (Year 6)</p> <p>I can swim competently, confidently and proficiently over a distance of at least 25m</p> <p>I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>I can perform self-rescue in different water-based situations. e.g. treading water.</p>	
<p><b>Athletics</b></p>	<p>I can run at different speeds.</p> <p>I can jump from a standing position.</p> <p>I can perform a variety of throws with basic control.</p>	<p>I can change speed and direction whilst running.</p> <p>I can jump from a standing position with accuracy.</p> <p>I can perform a variety of throws with control and co-ordination.</p> <p>I can use equipment safely</p>	<p>I am beginning to run at speeds appropriate for the distance. <i>e.g. sprinting and cross country.</i></p> <p>I can perform a running jump with some accuracy.</p> <p>I can perform a variety of throws using a selection of equipment.</p> <p>I can use equipment safely and with good control.</p>	<p>I am beginning to build a variety of running techniques and use with confidence.</p> <p>I can perform a running jump with more than one component.<i>e.g. hop skip jump (triple jump).</i></p> <p><i>I can demonstrate accuracy in throwing and catching activities.</i></p> <p>I can use equipment safely and with good control.</p> <p>I can describe good athletic performance using correct vocabulary.</p>
<p><b>Evaluation</b></p>	<ul style="list-style-type: none"> <li>• I can comment on my own and others performances.</li> <li>• I can give comments on how to improve performance.</li> <li>• I can use appropriate vocabulary when giving feedback.</li> </ul>		<ul style="list-style-type: none"> <li>• I can watch and describe performances accurately.</li> <li>• I am beginning to think about how I can improve my own work.</li> <li>• I can work with a partner or small group to improve my skills.</li> <li>• I can make suggestions on how to improve my work,</li> </ul>	