

# PE - Curriculum Progression

		EYFS	Key Stage 1		
		LEARNING PROGRESSION			
Games	<p>I can use large motor skills to do things independently. I can develop my manipulation and control.</p>	<p>I can develop my overall body strength, balance, co-ordination and agility needed to engage in PE sessions. I can revise and refine fundamental movement skills I have already acquired– walking/running</p>	<p>I can travel in a variety of ways including running, jumping and changing directions.</p>	<p>I can make decisions about where and when to run.</p>	
	<p>I can start taking part in some group activities/or in teams. I can continue to develop balls skills. I can show a preference for a dominant hand.</p>	<p>I can confidently and safely use a range of large/small apparatus indoors/outdoors. Alone and in a group/team. I can further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, aiming. I can develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>I can begin to perform a range of throws including underarm and chest pass. I can receive a ball with basic control. I can begin to develop hand-eye coordination.</p>	<p>I can confidently send the ball to others in a range of ways (underarm, chest pass and bounce pass). I am beginning to receive a ball in my hands with the correct technique. I am becoming confident with my hand eye coordination.</p>	
	<p>I can increasingly follow rules, understand why they are important. I do not always need an adult to remind me of a rule. (PSED)</p>	<p>I can negotiate space and obstacles safely, with consideration for myself and others. I can demonstrate strength, balance and co-ordination when playing. I can move energetically, such as running. I can work/play cooperatively and take turns (PSED) I can explain the reason for rules (PSED)</p>	<p>I can participate in simple games.</p>	<p>I can begin to apply and combine a variety of skills to a game situation. I can understand the importance of rules and develop simple tactics within a game.</p>	


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<b>LEARNING PROGRESSION</b>				
<b>Gym</b>	<p>I can develop my manipulation and control .</p> <p>I can use large motor skills to do things independently.</p> <p>I can walk, run, jump, climb– start to use stairs independently.</p> <p>I can spin, roll and independently use ropes and swings</p>	<p>I can develop overall body strength, balance, co-ordination and agility needed to engage in PE sessions.</p> <p>I can revise and refine fundamental movement skills I have already acquired– walking, running, rolling, crawling, jumping, hopping, skipping, climbing</p>	<p>I can copy and explore explores basic movements with some control and coordination (roll, jump and balance)</p> <p>I can begin to perform different body shapes (core)</p> <p>I can begin to perform at different levels.</p>	<p>I can explore different pathways and patterns through travel.</p> <p>I can confidently perform different body shapes (core)</p> <p>I can perform at different levels and directions.</p>
	<p>I can go up steps/stairs or climb up apparatus using alternate feet.</p> <p>I can match my developing physical skills to tasks/activities</p> <p>I can collaborate with others to manage large items (carrying gym equipment)</p>	<p>I can use my core muscles strength to achieve a good posture– sitting on the floor ( sit like a gymnast)</p> <p>I can combine movements with ease and fluency ( link movements on floor/apparatus)</p>	<p>I can perform a 2 footed jump.</p> <p>I can perform balances with some control.</p>	<p>I can perform 2 jumping actions (straight and star jump).</p> <p>I can perform a balance with control.</p>
		<p>I can negotiate space and obstacles safely, with consideration for myself and others.</p> <p>I can demonstrate strength, balance and co-ordination when playing.</p> <p>I can move energetically, such as jumping, hopping, skipping, climbing</p> <p>I can be confident to try new activities, show independence, resilience and perseverance in the face of challenge (PSED)</p>	<p>I can begin to perform simple rolls (teddy bear roll, log roll)</p> <p>I can link 2-3 movements in a sequence.</p>	<p>I can begin to explore different rolls.</p> <p>I can link 3-4 movements to create a sequence.</p>
			<p>I can begin to use the equipment safely.</p>	<p>I can use equipment and explore how to use it in a variety of ways.</p>


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		EYFS	Key Stage 1		
<b>Dance</b>	<p>I can use large motor skills to do things independently.</p> <p>I can develop my manipulation and control.</p>	<p>I can progress towards a more fluent style of moving, with developing control and grace.</p> <p>I can use my core muscle strength to achieve a good posture.</p> <p>I can combine different movements with ease and fluency.</p>	<p>I can copy and explore basic movements and body patterns.</p>	<p>I can copy and explore basic movements and body patterns with clear control.</p>	
	<p>I can skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>I can continue to develop my movement/balancing.</p> <p>I can become increasingly more able to use and remember sequences and patterns of music that are related to music and rhythm.</p>	<p>I can listen attentively, move to and talk about music, expressing my feelings and responses. (EAD)</p> <p>I can return to and build on previous learning, refining ideas and developing my ability to represent them. (EAD)</p> <p>I can create collaboratively sharing ideas, resources and skills. (EAD)</p> <p>I can explore and engage in dance, performing solo or in group. (EAD)</p> <p>I can explore, use and refine a variety of artistic effects to express ideas and feelings. (EAD)</p>	<p>I can remember simple movements and dance steps.</p> <p>I can begin to link movements to sounds and music.</p> <p>I can respond to a range of stimuli (clap).</p>	<p>I can vary speed and levels in my dance sequence.</p> <p>I can vary the size of my body shape.</p> <p>I can use space well and negotiate space clearly.</p> <p>I can add change of direction to a sequence.</p> <p>I can respond imaginatively to stimuli.</p>	
	<p>I can respond to what I have heard, expressing my thoughts and feelings (EAD)</p>	<p>I can negotiate space and obstacles safely, with consideration for myself and others.</p> <p>I can demonstrate strength, balance and co-ordination when playing.</p> <p>I can move energetically, such as dancing.</p>		<p>I can begin to describe a short dance using appropriate vocabulary. (level, speed, direction, unison/ cannon)</p>	

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		EYFS	Key Stage 1	
<b>LEARNING PROGRESSION</b> 				
<b>Dance</b>		<p>I can be confident to try new activities, show independence, resilience and perseverance in the face of challenge (PSED)</p> <p>I can perform with others, and when appropriate try to move in time with music. (EAD)</p>		

# PE - Curriculum Progression

		EYFS	Key Stage 1
		<b>LEARNING PROGRESSION</b> 	
<b>Evaluation</b>	I can watch and talk about dance and performance art, expressing my feelings and responses . (EAD)	I can comment on own and others performance.	
		I can give comments on how to improve performance.	
		I can use appropriate vocabulary when giving feedback	

# PE - Curriculum Progression

## Key Stage 2

### LEARNING PROGRESSION

### Games

I can begin to travel in a variety of directions and for purpose (defending/attacking)	I can apply basic skills of traveling for attacking and defending.
I can travel bouncing a ball with some control.	I can strike a ball with intent and throw it more accurately when bowling and/or fielding.
I can confidently send the ball to others in a range of ways (underarm, chest pass, over arm, over arm and bounce pass)	I can show confidence in using ball skills in various ways and can link these together (bouncing and kicking).
I can receive a ball with control when under pressure in game state.	I can use running, jumping, throwing and catching in isolation and combination.
I can use skills with coordination and control.	I can use skills with coordination, control and fluency.
I can commutate, work as a team and begin to compete during game situations.	I can take part in a competitive game.
I can develop my knowledge of games.	I begin to create my own game using knowledge and skills taught.
I can understand the term possession and when it apply during game play.	I begin to use skills to keep possession and control of the ball.
I can choose good places to stand when receiving, and give reasons for their choices.	I can effectively play a competitive net/wall game.
I can choose and use batting or throwing skills to make the game hard for their opponents.	I can experiment with different techniques to attack and defend.
I can explain what attacking and defending is.	I can begin to show an awareness of when to attack and defend.

# PE - Curriculum Progression

## Key Stage 2

### LEARNING PROGRESSION

<b>Gym</b>	I can improve the quality of my rolls, jumps, travel, body shapes and balance.	I can develop a range of rolls, jumps, travel, body shapes and balances and include in a performance.
	I can describe my own work using simple gym vocabulary.	I can begin to use gym vocabulary to describe how to improve and refine performances.
	I can copy, explore and remember a variety of movements and use them to create my own sequence.	I can create gymnastic sequences that meet a theme or set of objectives.
	I can apply compositional ideas independently and with others to create a sequence.	I can begin to develop strength, technique and flexibility throughout performances.
	I can begin to develop good technique of taught skills when using equipment.	I can begin to apply sequences of taught skills to equipment.

# PE - Curriculum Progression

## Key Stage 2

### LEARNING PROGRESSION

### Dance

I can begin to improvise independently to create a simple dance.

I can begin to improvise with a partner to create a simple dance.

I can translate ideas from stimuli to movement with support.

I can begin to compare and adapt movements and motifs to create a larger sequence.

I can use simple dance vocabulary to improve and compare work.

I can perform dances with an awareness of rhythm on their own or in a group.

I can improvise with a partner or on my own.

I can demonstrate provision and some control in response to stimuli.

I can begin to vary dynamics and develop active and motifs.

I can modify a sequence using dance vocabulary as a result of self-evaluation.

I can perform dances with rhythm and use spatial awareness.

I understand the need to warm up.



# PE - Curriculum Progression

## Key Stage 2

### LEARNING PROGRESSION

<b>Athletics</b>	I can run at speeds appropriate for the distance.	I can begin to build a variety of running techniques.
	I can perform a running jump with some accuracy.	I can perform a running jump with more than one component.
	I can perform a variety of throws using a selection of equipment.	I can demonstrate accuracy in throwing activities.

<b>Outdoor Adventurous Activities</b>	I can begin to develop listening skills when listening to a partner or adult.	I can develop listening skills.
	I can begin to use compass points.	I can begin to use a simple map.
	I can begin to think activities through.	I can begin to think activities through and problem solve.
		I can begin to choose and apply strategies.
	I can begin to understand how to stay safe.	I can begin to demonstrate an understanding in how to stay safe.

# PE - Curriculum Progression

## Key Stage 2

### LEARNING PROGRESSION

<b>Evaluation</b>	I can comment on own and other performance.	I can watch and describe a performance.
	I can give comments on how to improve performance.	I can begin to think about how I can improve my work.
	I can use appropriate vocabulary when giving feedback.	I can work with a partner or with a small group to improve my skills.
		I can make suggestions in how to improve my work.

## Key Stage 2

Skills are dependent on ability and progression is very dependant of starting point.

Skills taken from the Staffordshire Schools Swimming Awards- Goldfish, Turtle and Octopus

<b>Swimming</b>	I can correctly enter and exit the water carefully and in the way taught
	I can confidently and safely walk and jump up and down in the water.
	I can move on and below the surface, showing confidence and enjoyment in the water- including getting my face wet and putting my head in the water and blowing bubbles.
	I can lie on my front and back and stand up after 5 seconds, and later for 10 seconds.
	I can float in a star shape on my front and back for a short period of time, and later make different shapes.
	I can with a float, kick 5m across the pool on my front and back and later on 10m.
	I can swim distances on my front and back between 5 and 10 metres, using any action of arms and legs, using aids and later without them and use arm and leg actions together with smooth co-ordination.

# PE - Curriculum Progression

## Key Stage 2

Skills are dependent on ability and progression is very dependant of starting point.

Skills taken from the Staffordshire Schools Swimming Awards- Goldfish, Turtle and Octopus

### Swimming—Cont

I can push and glide on my front and back.

I can hold the HELP position for 10 seconds.

I can recover a submerged object.

I can swim 5 metres on the back, roll over and swim 5 metres on the front.

I can understand the water safety code and hygiene at the pool.

I can jump into deep water that is at least 1m deep.

I can pick named objects up off the floor of the pool.

I can scull for 5 metres and change direction.

I can swim through a submerged hoop.

I can swim 10 metres front crawl and back crawl, with arms recovering over the water

I can, from deep water, swim 25 metres front crawl, back crawl or breast stroke

# PE - Curriculum Progression

## Key Stage 2

Skills are dependent on ability and progression is very dependant of starting point.

### Swimming—Cont

#### End of KS2 Attainment targets at Year 6.

Swim competently, confidently and proficiently over a distance of at least 25m.

Use a range of strokes effectively (for example; front crawl, back stroke and breaststroke)

Perform safe self-rescue in different water-based situations - tread water for 30 seconds, get in and out of the pool safely, call for help from the pool, float for 30 seconds.