

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Athletics | | <p>I can perform three different jumps</p> <p>I can show different speeds when I travel</p> <p>I can run, jump and throw in different ways</p> <p>I can describe different running and jumping actions</p> <p>I can perform a range of warm up activities</p> | <p>I can perform three different jumps linked together</p> <p>I can show different ways of running, jumping and throwing</p> <p>I can recognise and describe different running, jumping and throwing actions</p> <p>I can show that I can take part well in a relay</p> <p>I can describe what happens to my heart, breathing and temperature when I take part in athletic activities</p> | <p>I can perform five jumps on their own or in a combination</p> <p>I can show good control when taking off and landing</p> <p>I can choose the best style of running over short and long distances</p> <p>I can explain what is successful and suggest ideas to improve</p> <p>I can recognise that my body works differently in different types of athletic events</p> | <p>I can perform five jumps on their own or in a combination</p> <p>I can show good control when taking off and landing</p> <p>I can choose the best style of running over short and long distances</p> <p>I can explain what is successful and suggest ideas to improve</p> <p>I can recognise that my body works differently in different types of athletic events</p> | <p>I can perform different combinations of jumps. showing control, coordination and consistency</p> <p>I can choose the best style of throwing and jumping to suit a particular challenge</p> <p>I can show that I know and understand how to perform a relay take over</p> <p>I can watch a partners' performance and identify the parts that need to be practised and refined</p> <p>I can explain how warming up can affect my performance</p> <p>I can change and refine skills and techniques to improve my performance</p> | <p>I can change and refine skills and techniques to improve my performance</p> <p>I consistently show precision, control and fluency in my actions</p> <p>I can choose activities for warming up that suit the activity I am about to take part in</p> |



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| <p>Dance</p> | <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> | <p>I can copy and repeat simple dance phrases I can make my own movements from the starting idea given to me by my teacher I can change my movements when the music changes I can watch other people dance and talk about their dance I know I have to prepare my body for exercise I can create different shapes with my body I can work with a partner and on my own I can change the speed, shape, size and level of my movements and actions</p> | <p>I can copy, remember and repeat simple dance phrases when performing I can show ideas, feelings and moods in my dance I can choose and link actions to make a short dance phrase I can describe dance phrases and say what I like and dislike and give my reasons I know how my body feels after dance activities. I can work co-operatively with a partner and in a group when composing and performing I can make evaluative comments about others performances</p> | <p>I can copy, refine and repeat dance phrases and dances I can perform with expression and basic actions are clear and fluent I can use simple motifs and movement patterns to create a dance phrase on my own or with others I can use dance vocabulary to describe dances and suggest how they can be improved I can choose activities for warming up and cooling down in dance I can use simple compositional devices (in unison, in cannon etc.)</p> | <p>I can copy, refine and repeat dance phrases and dances I can perform with expression and basic actions are clear and fluent I can use simple motifs and movement patterns to create a dance phrase on my own or with others I can use dance vocabulary to describe dances and suggest how they can be improved I can choose activities for warming up and cooling down in dance I can use simple compositional devices (in unison, in cannon etc.)</p> | <p>I can perform the basic dance actions with increased control, coordination, fluency and accuracy I can perform with expression and improvise freely using a range of continuous movements and patterns I can choose and use a range of compositional ideas to create motifs I can use dance vocabulary to show my understanding of my own and others' performances I can describe how dance contributes to my fitness and wellbeing I can refine movements to improve performance</p> | <p>I can select and combine skills, techniques and ideas and apply them accurately and appropriately I show understanding and good use of compositional ideas I demonstrate what I know through my performances I can analyse and comment on skills and techniques and how they are applied in my own and others' performances I change and refine skills to improve my own performance</p> |
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| <p>Gymnastics</p> | <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> | <p>I can travel on different parts of my body e.g. feet, hands, back I can copy and repeat sequences with three movements I can use the space and apparatus safely I can lift and carry apparatus safely I can describe my actions and say what others are doing I know that exercise helps to keep my body healthy</p> | <p>I can jump and land safely, bending my knees as I land I can hold still shapes and balances on small and large body parts I can plan, remember and repeat a sequence with three movements I can show a clear beginning, middle and end in my sequences I can perform with my partner side – by-side or ‘follow my leader’ I can describe the differences between my own and others’ work I can work safely on the floor and on the apparatus I am active in my lessons and practise to improve my gymnastics I can jump and land safely by</p> | <p>I can perform actions and balances with control and coordination I understand and can show how to move into and out of arrange of skills I can plan and use the compositional ideas of speed, level, direction and pathway in my sequences I can observe and describe the movements of others using gymnastic vocabulary and understand what makes a good sequence I know that exercise strengthens my bones and muscles (including the heart) and keeps my joints flexible</p> | <p>I can perform actions and balances with control and coordination I understand and can show how to move into and out of arrange of skills I can plan and use the compositional ideas of speed, level, direction and pathway in my sequences I can observe and describe the movements of others using gymnastic vocabulary and understand what makes a good sequence I know that exercise strengthens my bones and muscles (including the heart) and keeps my joints flexible</p> | <p>I can perform gymnastic actions with precision, control and fluency I can safely perform counter balances and other balances with a partner I can work in canon and unison with a partner or small group I understand that a well-balanced sequence contains a combination of movements such as jump, roll, balance, turn and travel I can design, position and safely set up a group apparatus station I know that my breathing and heart rate increase because my muscles need oxygen to keep working</p> | <p>I consistently show precision, control and fluency in my actions I can explain and apply basic safety principles in preparing for exercise I show understanding and good use of compositional ideas I analyse and comment on skills and techniques and how they are applied in my own and others’ performances I can choose activities for cooling down that are appropriate for gymnastics</p> |
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| | | | bending my knees as I land I can link two movements together | | | | |
| - Games including tennis, basketball, football, hockey (KS1) | Start taking part in some group activities which they make up for themselves, or in teams. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. | I can kick, roll, underarm throw and strike a ball with control and accuracy I can travel safely in different directions and at different speeds even when moving around others I can play simple games on my own or with a partner I can copy and describe what I see and say what I like and why I know that my breathing changes when I exercise and that my body feels warmer I can send and receive bounce passes and chest passes I can send and collect equipment in different ways | I can kick, roll, underarm throw and strike a ball with control and accuracy I can travel safely in different directions and at different speeds even when moving around others I can play simple games on my own or with a partner I can copy and describe what I see and say what I like and why I know that my breathing changes when I exercise and that my body feels warmer I can send and receive bounce passes and chest passes I can send and collect equipment in different ways | | | | |



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| | | <p>and with control using my hands, feet, other body parts, a bat or stick</p> <p>I can travel safely when playing running and chasing games even when I have a piece of equipment</p> <p>I can play by the rules of a game and keep the score</p> <p>I can work well with a partner or small group</p> <p>I can describe how my body feels after I have played a game</p> | <p>and with control using my hands, feet, other body parts, a bat or stick</p> <p>I can travel safely when playing running and chasing games even when I have a piece of equipment</p> <p>I can play by the rules of a game and keep the score</p> <p>I can work well with a partner or small group</p> <p>I can describe how my body feels after I have played a game</p> | | | | |
| <p>Progression of skills – Invasion Games including tennis, basketball, football, hockey (KS2)</p> | | | | <p>I can throw, kick, hit and roll a ball with control and accuracy</p> <p>I can travel safely even when dribbling or carrying a ball</p> <p>I can play by the rules of an invasion game and keep the score</p> | <p>I can throw, kick, hit and roll a ball with control and accuracy</p> <p>I can travel safely even when dribbling or carrying a ball</p> <p>I can play by the rules of an invasion game and keep the score</p> | <p>I can pass and receive in a variety of ways and can vary the speed, height and direction of the pass</p> <p>I can adapt rules in agreement and create my own games to teach to others</p> | <p>I can use a range of techniques for passing, controlling, dribbling and shooting in games</p> <p>I can mark a player or space, intercept and pass and tackle safely</p> <p>I know how to help my team to keep possession</p> |



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| | | | | <p>I can work well with a partner or small group</p> <p>I can describe how my body feels after I have played an invasion game</p> <p>I can catch a ball in both a static position and on the move</p> <p>I can throw in different ways e.g. underarm, overarm, chest pass etc.</p> | <p>I can work well with a partner or small group</p> <p>I can describe how my body feels after I have played an invasion game</p> <p>I can catch a ball in both a static position and on the move</p> <p>I can throw in different ways e.g. underarm, overarm, chest pass etc.</p> | <p>I can recognise what I do best and what areas I need to improve</p> <p>I can work well with others to organise and keep the game going</p> <p>I can lead a partner through a short warm up routine</p> | <p>of the ball and make progress towards the goal</p> <p>I can suggest practices and ideas to improve my own and others' performance</p> <p>I can plan practices and warm ups to prepare for games</p> <p>I can throw and catch a range of balls e.g. tennis ball and basketball and understand the different techniques for doing so</p> |
| Outdoor and Adventurous Games | | <p>I can listen to and follow instructions</p> <p>I can travel from an object to another</p> <p>I can understand what I am trying to do</p> <p>I can say what I did well</p> <p>I can follow instructions on how to work safely</p> | <p>I can recognise pictures and symbols on a drawing or map</p> <p>I can begin to plan my actions so I am successful</p> <p>I can choose simple ways to solve a problem</p> <p>I can describe my role and the role of my group in an activity</p> | <p>I can orientate myself when following simple orienteering courses and maps</p> <p>I can meet the challenges successfully as part of a team</p> <p>I can learn from watching others and from reviewing my own work</p> | <p>I can orientate myself when following simple orienteering courses and maps</p> <p>I can meet the challenges successfully as part of a team</p> <p>I can learn from watching others and from reviewing my own work</p> | <p>I can read a variety of plans and maps accurately recognising symbols and features</p> <p>I can successfully apply my skills and understanding to new challenges and environments</p> <p>I can respond to problems in a well</p> | <p>I can select and combine skills, ideas and strategies and apply to new challenges</p> <p>I can analyse and comment on strategies and techniques and how they are applied in my own and others' work</p> <p>I can change and refine strategies</p> |



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| | | | I can see how different activities affect my body in different ways | I can work safely on my own and as part of a group | I can work safely on my own and as part of a group | <p>thought and planned way</p> <p>I can identify what I have done well and adapt my plans to improve my performance on similar tasks</p> <p>I can show that I am aware of my own safety and that of others</p> | to improve my performance I can explain why regular, safe exercise is good for my fitness and health |
| Progression of skills – Striking and Fielding Games including cricket, rounders (KS2) | | | | <p>I can underarm and over arm throw towards a target or partner</p> <p>I can strike a ball which is rolled or thrown to me</p> <p>I can stop a ball that is rolled or thrown to me</p> <p>I can play to the rules of a game and keep the score</p> <p>I can work well with a partner or small group</p> <p>I can describe how my body feels after I have played a striking and fielding game</p> | <p>I can bowl, strike and field the ball with increasing accuracy</p> <p>I can create my own striking and fielding game and adapt the rules</p> <p>I can explain the purpose of a created game and how it should be organised and played</p> <p>I can describe how striking, bowling and fielding affect my body in different ways</p> <p>I understand the different roles of each position within a striking and fielding game</p> | <p>I can vary the way in which I strike and bowl the ball using different speeds, levels and directions</p> <p>I can use tactics which involve the fielders and bowler working together as a team</p> <p>I can recognise and describe the best points in an individual or team’s performance</p> <p>I can create and explain how to organise warm up activities for striking and fielding</p> | <p>I can show my understanding of tactics through my performance</p> <p>I consistently show precision, control and fluency in my actions</p> <p>I can select and combine skills and techniques and apply them accurately and appropriately</p> <p>I can change and refine skills and techniques to improve my performance</p> <p>I can describe how exercise affects my body and how</p> |



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| | | | | | | | it is valuable for fitness and health |
| Swimming | | | | See below | See below | | |

| | <u>EYFS</u> |
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| <u>Gross motor skills</u> | <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes</p> |
| <u>Fine motor skills</u> | <p>Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> |



Swimming Skills Progression

Many animals are born with the ability to swim, but humans must learn practice before being able to swim with ease. Some people never learn how to swim, which often causes them to fear water. Learning to swim is important for several reasons, and mastering this skill at a young age can benefit you throughout your life.

Personal Safety

An obvious reason for learning how to swim is to acquire the ability to survive in water. At one time or another, you are bound to find yourself in or near water, whether you're on a cruise, boating trip, fishing or lounging by a pool with friends. If the water is deeper than your height, and you find yourself in it, knowing how to swim could save your life. Through learning basic lifesaving skills at an early age, children will be able to perform safe self-rescue, or if helping others, seek help if it is not safe to provide support themselves.

Health

Most doctors agree that swimming is a healthy form of exercise. It requires you to use many of the muscles in your body, is for building strength and endurance and is beneficial for your metabolism and cardiovascular system. The water provides a natural resistance when you are swimming, while also making the activity less strenuous on your body. Water, in most cases, also provides a natural cooling element for the body.

Pleasure

The pleasure of being able to spend time in the water is very important. A swim in the pool or in the ocean on a hot summer day can help you feel relaxed and physically fit. The water is a suitable way to be social with friends through activities such as surfing, water skiing or jet skiing. These exciting activities are difficult to enjoy without the knowledge of swimming.



National Curriculum Expectations

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

- *Swim competently, confidently and proficiently over a distance of at least 25 metres.
- *Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].
- *Perform safe self-rescue in different water-based situations.

| Swimming Skills Progression | |
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| Level 1 | <ul style="list-style-type: none"> *Enter the water safely. *Move forward for a distance of 5 metres, feet may be on or off the floor. *Move backwards for a distance of 5 metres, feet may be on or off the floor. *Move sideways for a distance of 5 metres, feet may be on or off the floor. *Scoop the water and wash the face. *Be comfortable with water showered from overhead. *Move from a flat floating position on the back and return to standing. *Move from a flat floating position on the front and return to standing. *Push and glide in a flat position on the front from a wall. *Push and glide in a flat position on the back from a wall. *Give examples of two pool rules. *Exit the water safely. *Identify the meaning of beach safety flags. |



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| <p>Level 2</p> | <ul style="list-style-type: none"> *Jump in from poolside safely. *Blow bubbles a minimum of three times rhythmically, with nose and mouth submerged. *Move from a flat floating position on the back and return to standing without support. *Move from a flat floating position on the front and return to standing without support. *Push from a wall and glide on the back – arms can be by the side or above the head. *Push from a wall and glide on the front with arms extended. *Travel using a recognised leg action with feet off the pool floor on the back for 5 metres, without the use of floatation equipment. *Travel using a recognised leg action with feet off the pool floor on the front for 5 metres, without the use of floatation equipment. *Perform a tuck to rotate from a flat floating position on the front, to a back floating position, then return to standing. *Perform a tuck to rotate from a flat floating position on the back, to a front floating position, then return to standing. *Perform a log roll from the back to the front. *Perform a log roll from the front to the back. *Exit the water without support. |
| <p>Level 3</p> | <ul style="list-style-type: none"> *Jump in from poolside and submerge. *Sink, push away from wall and maintain a streamlined position. *Push and glide on the front with arms extended and log roll onto the back. *Push and glide on the back with arms extended and log roll onto the front. *Travel 5 metres on the front, perform a tuck to rotate onto the back and return on the back. *Fully submerge to pick up an object. *Correctly identify three of the four key water safety messages. * *Push and glide and travel 10 metres on the back. *Push and glide and travel 10 metres on the front. *Perform a tuck float and hold for three seconds. *Exit the water without using steps. |



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| <p>Level 4</p> | <ul style="list-style-type: none"> *Perform a sequence of changing shapes (minimum of three) whilst floating on the surface and demonstrate an understanding of floating. *Push and glide from the wall towards the pool floor. *Kick 10 metres backstroke (one item of equipment optional). *Kick 10 metres front crawl (one item of equipment optional). *Kick 10 metres butterfly on the front or on the back. *Kick 10 metres breaststroke on the front (one item of equipment optional). *Perform a head first sculling action for 5 metres in a flat position on the back. *Travel on back and log roll in one continuous movement onto front. *Travel on front and log roll in one continuous movement onto back. *Push and glide and swim 10 metres, choice of stroke is optional. |
| <p>Level 5</p> | <ul style="list-style-type: none"> *Perform a flat stationary scull on the back. *Perform a feet first sculling action for 5 metres in a flat position on the back. *Perform a sculling sequence with a partner for 30-45 seconds to include a rotation. *Tread water for 30 seconds. *Perform three different shaped jumps into deep water. *Push and glide and swim 10 metres backstroke (performed to Swim England expected standards). *Push and glide and swim 10 metres front crawl (performed to Swim England expected standards). *Push and glide and swim 10 metres breaststroke (performed to Swim England expected standards). *Push and glide and swim 10 metres butterfly (performed to Swim England expected standards). *Perform a handstand and hold for a minimum of three seconds. *Perform a forward somersault. *Demonstrate an action for getting help. |
| <p>Level 6</p> | <ul style="list-style-type: none"> *Give two examples of how to prepare for exercise and understand why it is important. *Sink, push off on side from the wall, glide, kick and rotate into backstroke. *Sink, push off on side from the wall, glide, kick and rotate into front crawl. *Swim 10 metres wearing clothes. *Push and glide and swim front crawl to include at least six rhythmical breaths. |



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| | <ul style="list-style-type: none"> *Push and glide and swim breaststroke to include at least six rhythmical breaths. *Push and glide and swim butterfly to include at least three rhythmical breaths. *Push and glide and swim backstroke to include at least six regular breaths. *Push and glide and swim 25 metres, choice of stroke is optional (performed to Swim England expected standards). *Perform a 'shout and signal' rescue. *Perform a surface dive. |
| <p>Level 7</p> | <ul style="list-style-type: none"> *Push and glide and swim 25 metres backstroke (performed to Swim England expected standards). *Push and glide and swim 25 metres front crawl (performed to Swim England expected standards). *Push and glide and swim 25 metres breaststroke (performed to Swim England expected standards). *Push and glide and swim 25 metres butterfly (performed to Swim England expected standards). *Perform a movement sequence (linking skills with strokes and sculls) of one minute duration, in a group of three or more, incorporating a number of the following skills: <i>Sculling:</i> head first, feet first <i>Rotation:</i> forward or backward somersault, log roll <i>Floating:</i> star on the front or on the back, tuck float, create own <i>Eggbeater:</i> Moving, lifting one or both arms out of the water *Perform a sitting dive or dive. *Push and glide and swim 50 metres continuously using one stroke (performed to Swim England expected standards). *Push and glide and swim 100 metres, using a minimum of three different strokes (performed to Swim England expected standards). *Tread water using eggbeater action for 30 seconds. *Complete an obstacle course (using a minimum of four objects) with feet off the pool floor throughout. |

