

ATHLETICS

Year 1	Year 2	Year 3	Year 4	Year 5
I can run at different speeds	I can change speed & direction whilst running	I can run at a speed appropriate to the distance I am running	I can improve and sustain running technique at different speeds	I can demonstrate good control, strength, speed & stamina in a variety of athletic events
I can jump from a standing position	I can jump accurately from a standing position	I can take a running jump	I can demonstrate accuracy & technique in a range of throwing & jumping actions	I understand how to apply athletic skills & tactics to the competitive situation
I can throw an object with one hand	I can throw a variety of objects with one hand	I can demonstrate a range of throwing actions using a variety of objects	I can identify & explain good athletic performance	I can explain how to improve technique in a variety of events
I can recognise changes in the body during exercise	I can recognise a change in temperature & heart rate during exercise	I can recognise a change in heart rate, temperature and breathing rate	I can describe the changes in my body when running, jumping & throwing	I understand & can explain the short & long term effects of exercise, and I understand the need for specific warm up & cool down

DANCE

Year 1	Year 2	Year 3	Year 4	Year 5
I can copy & explore basic body patterns & movements	I can perform with control & co-ordination	I can improvise freely on my own & with a partner	I can demonstrates precision, control & fluency in response to stimuli	I can perform & create motifs in a variety of dance styles with accuracy & consistency
I can remember simple dance steps& performs in a controlled manner	I can responds imaginatively to a variety of stimuli	I can translate ideas from a variety of stimuli into movement.	I can vary dynamics & develop actions with a partner or as part of a group	I can select & use a wide range of compositional skills to demonstrate ideas
I can choose actions & link them with sounds & music	I can vary dynamics, levels, speed & direction	I can compare, develop & adapt movement & motifs to create longer dances. I can use dance vocabulary to compare & improve my work	I continually demonstrate rhythm & spatial awareness	I can suggest ways to improve quality of performance showing sound knowledge & understanding
I can safely perform teacher led warm-ups & can describe & discuss others work	I can discuss my own & others performance with simple vocabulary. I understand the need for warm up & cool down	I understand working safely, I recognise changes in my body and I can give reasons why PE is good for my health.	I can modify my performance & that of others as a result of observation & basic understanding of the structure of the body	I can lead my own warm up & demonstrates all round safe practice

GYMNASTICS

Year 1	Year 2	Year 3	Year 4	Year 5
I can copy & explore basic actions with some control & co-ordination	I can copy, remember, explore & repeat simple actions varying speed & levels	I can copy, remember, explore & repeat simple actions, and link & vary ideas with control & co-ordination	I can link ideas, skills & techniques with control, precision & fluency when performing basic skills	I can perform & create movement sequences with some complex skills & displaying accuracy & consistency
I have begun to choose & link basic actions, and I can recognise & use space appropriately	I am beginning to select simple actions to construct basic sequences	I can apply compositional ideas to sequences alone & with others including balances	I understands composition by performing more complex sequences including balances	I can select & use a wide range of compositional skills in complex sequences alone & in groups. I show an ability to innovate
I can watch & discuss my own work & that of my peers	I am beginning to identify the difference between my performance & that of others	I can describe my own & others work noting similarities & differences. I can make suggestions for improvements	I can describe how to refine, improve & modify performances	I can analyse skills & can suggest ways to improve quality of performance showing sound knowledge & understanding
I can safely perform teacher led warm-up & I am aware of others	I understand the need for warm up & cool down, and also what is happening to my body during exercise	I understand working safely, I recognise changes in my body and can give reasons why PE is good for health	I can demonstrate specific aspects of warm-up & describe effects of exercise on the body	I can lead own warm up & demonstrates all round safe practice

KS1 Multi-skills

KS2 Games

(This includes Netball, Hockey, Football and Tag Rugby)

Year 1	Year 2	Year 3	Year 4	Year 5
I can stop a ball with basic control	I can stop / catch a ball with control	I am beginning to influence opposed conditioned game through attacking and defending	I can control and catch a ball & accurately pass whilst moving	I can control movement with a ball in opposed situation whilst moving
I can send a ball in the direction of another person	I can pass a ball to someone else	I can control and catch a ball with movement	I can take part in conditioned game with understanding of tactics & rules through attacking and defending	I can combine accurate passing skills / techniques in game
I can take part in sending and receiving	I can take part in opposed conditioned games	I can accurately pass to someone else	I can move with a ball in opposed situations (unihoc / football)	I can advise and help others in their techniques in a game
I can talk about exercising, safety & short term effects of exercise	I understand about exercising, safety & short term effects of exercise	I can move with a ball (unihoc / football)	I understand / use principles of warm up & why exercise is good for health	I understand & explain short term effects of exercise, warming, cooling
		I can talk about reasons for warming up / why exercise is good for health		I understand & can explain long term effects of exercise

STRIKING AND FIELDING (Inc. Tri Golf)

Year 1	Year 2	Year 3	Year 4	Year 5
I can move into my own space at different speeds and stop quickly.	I can send and receive a ball.	I am beginning to receive a ball using the correct techniques.	I can receive a ball using the correct techniques.	I can throw under and over-arm mostly accurately within a game situation.
I can throw a ball towards a target accurately.	I am beginning to throw a ball using the correct techniques.	I usually throw accurately and choose appropriate techniques for different distances.	I can throw a ball using the correct technique and apply this in a game situation.	I can apply tactics using the appropriate techniques considering different game situations.
I can throw accurately and begin to choose appropriate technique for different distances.	I am beginning to strike using a bat or racket.	I am beginning to use a bat correctly and can apply this in a game situation.	I can strike effectively and apply this in a conditioned game situation.	I can strike accurately and effectively applying this in a game situation.
I can run on the balls of my feet, pumping my arms.	I can collect/catch and throw a ball quickly.	I am beginning to influence games and react appropriately within game situations	I can influence games and react appropriately within game situations.	I react quickly in games showing understanding of tactics & rules.
I can talk about exercising safety & short term effects of exercise	I understand the need for warm up & cool down, and also what is happening to my body during exercise	I can talk about reasons for warming up / why exercise is good for health	I understand / use principles of warm up & why exercise is good for health	I understand & can explain short and long term effects of exercise

TENNIS

Year 3	Year 4	Year 5
I can hold and use a racket correctly.	I can use a racket showing control using a forehand shot.	I can control and hit a tennis ball accurately using forehand and backhand shots.
I can hit a ball with forehand shot.	I can use a racket beginning to show control for a backhand shot.	I can maintain a rally using forehand and backhand shots.
I can hit a ball with a backhand shot.	I am beginning to choose which shots to use in a game.	I can apply different shot techniques during a game.
I am beginning to bounce serve to a target.	I can bounce serve accurately to a target and am developing a throw and serve technique.	I can throw serve to a target.
I can talk about reasons for warming up / why exercise is good for health	I understand / use principles of warm up & why exercise is good for health	I understand & can explain long term effects of exercise

SWIMMING

Swimming is not taught in progression by year group. Children are assessed on the first week of a swimming block and placed in a group accordingly.

Front and Back should be alternated week by week once the children are water confident. Once children are competent with these two strokes, Breast Stroke should then be introduced. For greater depth swimmers, they may move onto achieving their personal survival certificate. TP: are teaching points for teachers.

Water Confidence	Front	Back	Breast stroke	Personal Survival and Safety Skills
I can walk to the other side of the pool with my shoulders in the water.	I can use one float (gripping it at sides) kicking legs across pool. TP: Legs must be squeezed close together, toes pointed and fast small kicks. Children should not put their feet down the whole way. Face should be in the water.	I can use two floats to support me whilst swimming on my back. TP: one float under each arm. Legs must be squeezed close together, toes pointed and fast small kicks. Children should not put their feet down. Encourage to push tummy up, look at ceiling with ears in the water.	I can use breast stroke legs with support of a float. TP: Use a woggle under the arms concentrating just on froggy legs (feet up to bum with knees pointing	If children reach this level, they will do their Personal Survival Level One Award or the Preliminary Safety Skills Award.

<p>I can put my head in the water with my eyes looking down and blow bubbles for a count of 5.</p>	<p>I can use one float and practise the front crawl arm movement.</p> <p>TP: Big arm scooping water (hands like a scoop) arm brushes past your ear and right past your leg. One arm at a time with float in other hand. Swap so children can do it with both arms.</p>	<p>I can use one float (gripping it on my tummy) and kick my legs across the pool.</p> <p>TP: Legs must be squeezed close together, toes pointed and fast small kicks. Children should not put their feet down. Encourage to push tummy up, look at ceiling with ears in the water.</p>	<p>out, push feet out and snap straight legs together).</p>	<p><u>Preliminary Safety Skills</u> <u>Award Outcomes</u></p> <ul style="list-style-type: none"> -Enter water with swivel entry, walk 5 meters, turn 180° and return to side. -Jump into shoulder depth water, turn to hold the side, travel hand over hand to the steps and climb out. -Enter the water of at least full reach depth with a swivel entry, hold the side. Remove both hands from the side and rotate 360 ° and hold side again. -Tread water for 10 seconds. -Travel 5 meters on front, rotate onto the back and kick 5 meters to the side. -Travel 5 meters away from side and hold a vertical position for 3 seconds. -Fully submerge the head in shoulder depth water showing confidence and control.
	<p>I can use both arms to swim front crawl whilst using a float for support.</p> <p>TP: Children hold the float with one hand, whilst doing the other arm, then catch the float and switch arms.</p>	<p>I can hold the float on my knees and swim on my back across the pool.</p> <p>TP: same as previous point. Knees should not be pushing float too much so that they are not coming out of the water.</p>	<p>I can use breast stroke arms with support of a float.</p>	
	<p>I can swim front crawl without floats.</p> <p>TP: Children must do at least 3 arms before their head comes out of the water.</p>	<p>I can use a float and practise the back stroke arm movement.</p> <p>TP: Holding float with one arm on tummy and swimming with the other. Arm brushes past leg, thumb coming out of water first and right past your ear. When past your ear, hand turns and little finger enters water first. One arm at a time with float in other hand. Switch arms.</p>	<p>TP: Using woggle underneath armpits, children practise breast stroke arms ensuring they are not pulling wider than their shoulders.</p>	

	<p style="text-align: center;"><u>Breathing</u></p> <p>I can begin to breathe in a front crawl position.</p> <p>TP: Using a float in one hand, kick to the other side with face out of water facing sideways with ear glued to arm all the way. Then switch arms.</p>	<p>I can swim back stroke without using a float.</p> <p>TP: Remember all previous teaching points.</p>	<p>I can swim breast stroke without floats.</p> <p>TP: Children put leg movement and arm movement together to swim breast stroke.</p>	<p style="text-align: center;"><u>Personal Survival Level One</u> <u>Award Outcomes</u></p> <p>Wearing clothing children must:</p> <ul style="list-style-type: none"> -Enter water at least full reach depth from the side to the pool by sliding in from a sitting position. -Tread water for two minutes. -Swim 25 meters to a floating object. -Take up and hold the HELP for five minutes in water of at least full depth reach. -Swim 50 meters retaining the floating object. -Climb out from water without using steps or rail. -Answer 3 questions on when the skills learnt may be used.
	<p>I can begin to breathe correctly whilst using front crawl arms.</p> <p>TP: Holding float in one hand, 3 big arms movements with face down then breathe to the side. Then switch arms. After do it with both arms with catching the float.</p>	<p>I can build stamina whilst swimming back stroke.</p>	<p>I can breathe correctly whilst swimming breast stroke.</p> <p>TP: Children should breathe on every arm stroke. Take a breath when arms are brought into chest and head back down as arms go back out in front.</p>	
	<p>I can breathe correctly whilst swimming front crawl.</p> <p>TP: Emphasis on rotation to alternate sides. Breathe on every 3rd arm stroke. Make sure ear is always touching arm so that head doesn't rise up.</p>	<p>I can begin a back stroke correctly by starting with a push and glide.</p> <p>TP: Hold wall with both hands, two feet on wall. Head in water with ears in and push off wall (no kicking to begin). Hands in arrow shape before continuing with back stroke arm movement and kicking.</p>	<p>I can build stamina when swimming breast stroke.</p>	

	<p>I can build stamina when swimming front crawl.</p> <p>I can begin a front crawl stroke correctly by starting with a push and glide.</p> <p>TP: Hold wall with one hand, two feet on wall. Face direction of swimming. Head in water and push off wall (no kicking to begin). Hands in arrow shape before continuing with front crawl arm movement and kicking.</p>			
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OAA

End of Key Stage 1

Year 3/4

Year 5

With help I think of ideas	I work and behave safely	I show some initiative and take responsibility for activities
With Support I help in solving problems with more than one solution	I use my thinking skills to help solve problems	I help to design solutions to problems both in indoor and outdoor activities
With help I join in with my group	I have a good attitude to coming up with ideas	I take part in creative problem-solving activities
I tell people my ideas and what I have found out	I adapt well and persevere	I have some strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures
I tell people how I feel	I come up with creative solutions	